

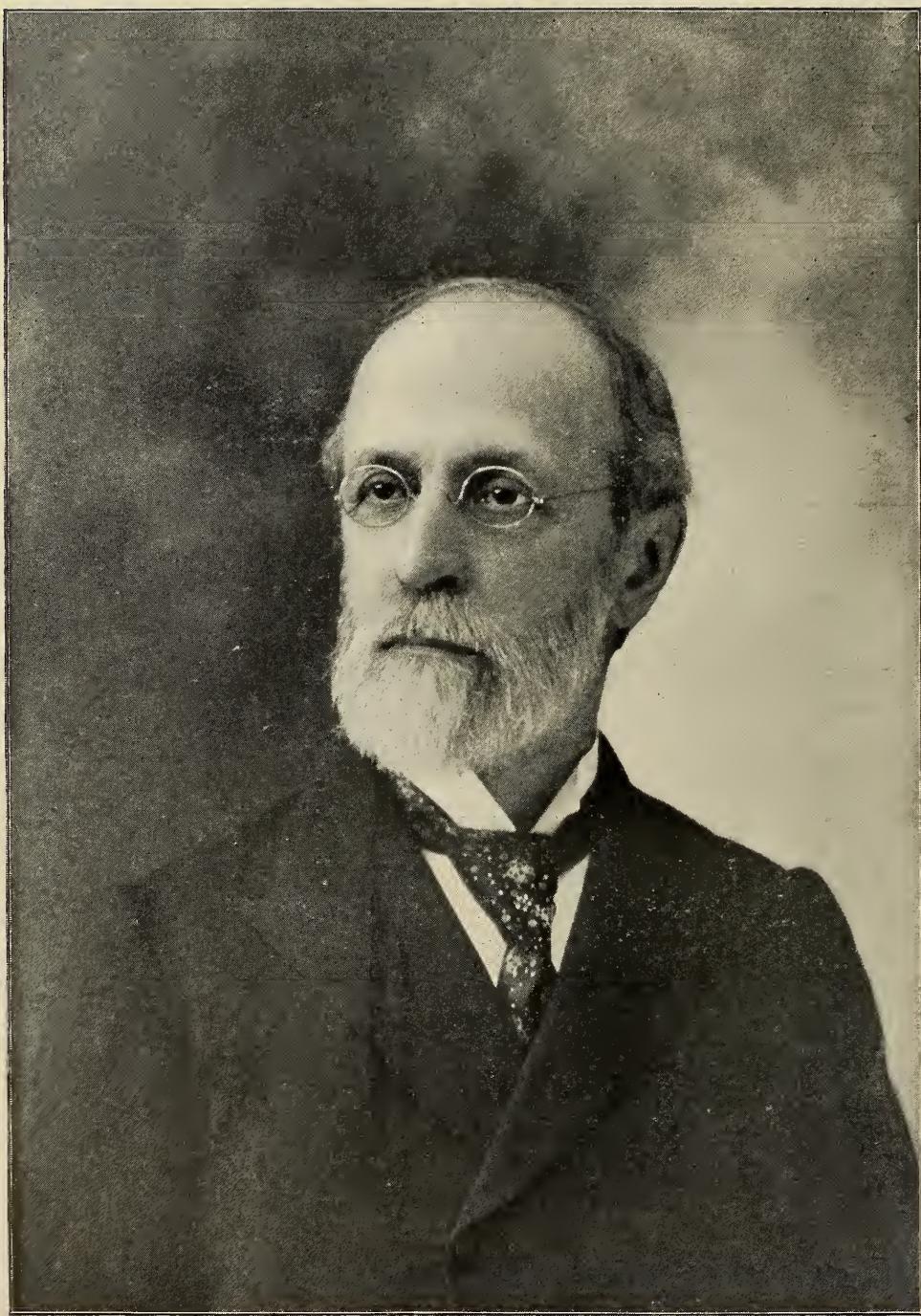
THE
NORMAL OFFERING.

1901



M Clapp

Ida M. Smith
53 Elm Ave.
Brockton.



Albert G. Boyden

THE
NORMAL OFFERING

A YEAR BOOK
PUBLISHED BY STUDENTS OF THE
BRIDGEWATER STATE NORMAL SCHOOL
UNDER THE AUSPICES OF THE
NORMAL CLUB

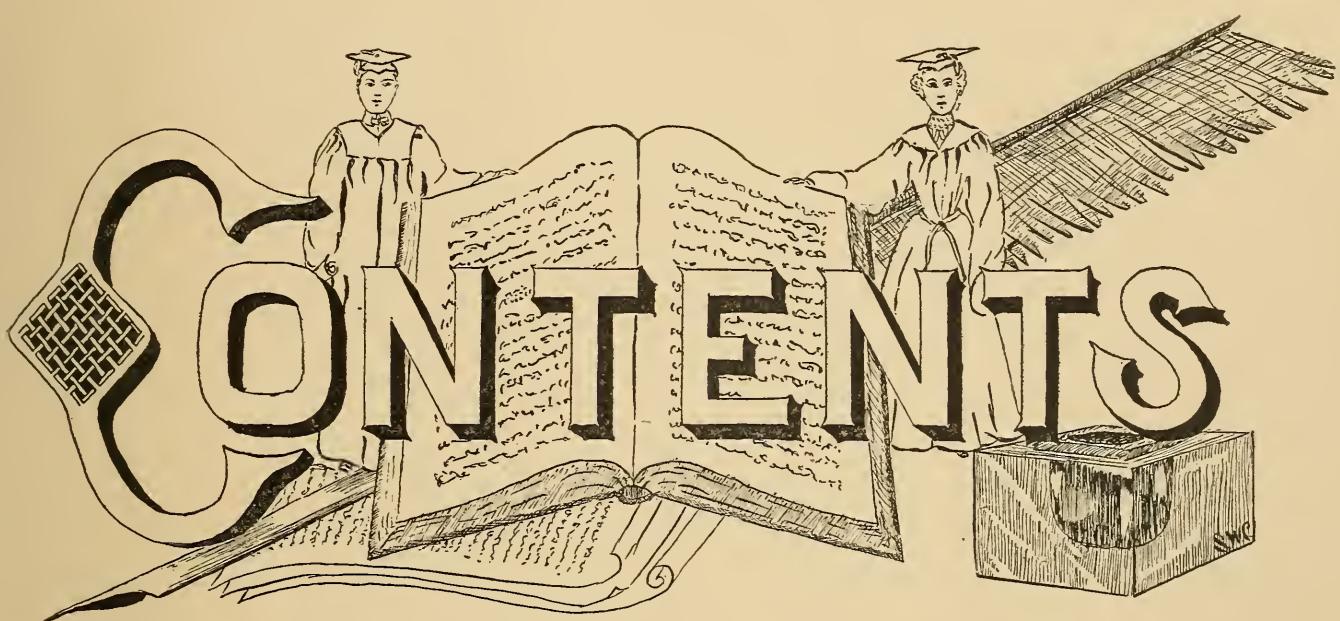
1901

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ARTHUR H. WILLIS, PRINTER.

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AS A TESTIMONIAL
OF THE LOVE AND REGARD THAT THE STUDENTS,
GRADUATES AND TEACHERS FEEL TOWARD HIM, THIS BOOK
IS DEDICATED TO OUR PRINCIPAL,
ALBERT GARDNER BOYDEN,



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Prefatory.

THE struggles and anxieties of an editorial board have again culminated in the production of a school publication. It is the hope that these faithful endeavors have resulted in a school organ that fulfils its mission, and gives some measure of satisfaction to the student body.

Several changes have been made in the book, many additions put in, and in some cases matter rejected. We trust that on the whole an improvement over past accomplishments has rewarded our efforts.

To our illustrators and contributors many thanks are due ; for through their co-operation and interest has the production of this magazine been made possible.

With the fervent hope that the editorial board of 1901 has performed its task in an acceptable manner, the NORMAL OFFERING for this year is thus launched upon the public.

Offering Staff.



Photo by King.

MISS WOY	MR. HEALD	MR. SMITH
MR. WALTER	MR. LEONARD	MR. NORTHCOTT
MISS WATERMAN		MISS PACKARD
		MISS MACDONALD

NAHUM LEONARD, Sec. B., *Editor-in-Chief*

WILLIAM E. SMITH, Sec. B., *Business Manager*

JOHN W. NORTHCOTT, Sec. A., *Asst. Business Manager*

ASSOCIATE EDITORS.

SARAH A. PACKARD, Sec. C. BESSIE E. WATERMAN, Sec. D.

CHARLES W. WALTER, Sec. A. LAURA E. MACDONALD, Seniors.

NANCY E. WOY, Juniors. ARTHUR A. HEALD, Specials.

Illustrators.

J. A. CUSHMAN, '01.

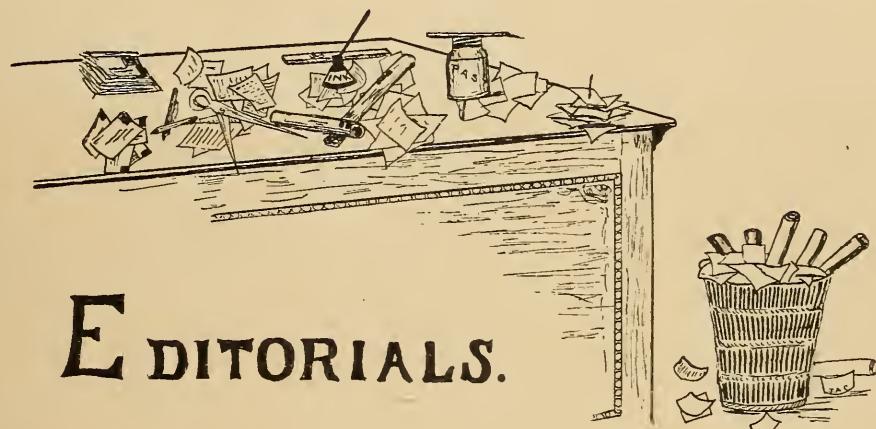
E. L. CURRAN, '01.

S. W. CUSHING, '02.

C. P. SAVERY, '02.

MISS A. B. BENSON, '01.

MISS ALICE BURKE, '02.



EDITORIALS.

THE introduction of an editorial department in a year book is possibly somewhat of a departure from the usual regime. The reason for the experiment is this:—As this magazine has to fulfill the mission of both year book and monthly, being, in fact, the only school organ of Normal, the characteristics of both styles should be included. Thus a series of articles on general matters of interest, pertaining to the school, has been deemed not out of place here.

In looking over the work of the school, one cannot help being impressed with the fact that the lack of a good gymnastic course for the young men exists in the curriculum. As it now stands, the gentlemen gain a few study hours while the ladies are engaged in their physical culture work. No man in the school, we think, would begrudge giving these up if by doing so systematic work in the gymnasium was substituted. The OFFERING hopes that the near future may remedy this unfortunate condition of affairs.

THE editorial department would certainly be incomplete without some brief comment of Normal Athletics. We may surely boast of a football team that did much better than its immediate predecessor, while developing at the same time a strong nucleus for next season. In baseball, our representatives on the diamond upheld Normal's reputation satisfactorily. The team made a record of continuous improvement from the beginning—a fact in itself of no small importance. It was a season of close contests; at least half of the games being won or lost by a margin of two or three runs—some indeed by one only. As to basket ball, no one can deny that the fight for the tournament championship contained all the necessary excitement and determined playing.

ONE thing that is of interest to the outside friends of the school, and of especial value to the present students, is the action that Normal has taken this last year in regard to electives. The four-year students may now, in the last two years, elect at least 20 hours work. As a result, a relatively longer time is spent on each subject, and there is concentration of effort and compactness in course, all of which are advantages to the student, and marks of progress characteristic of modern spirit.

OUR Principal has, unfortunately, been interrupted in his work several times during the present school year by spells of sickness. The student body has much regretted these lapses in his customary vigor, and the hope is expressed that a summer's rest and recreation may place him once more in good health.

IT IS a fact that goes without saying that no one can be a student a year at B. N. S. without feeling that the ruling motive prominent in the hearts and minds of the Faculty are those that pertain to the well-fare and comfort of the students. For example, there has been established one thing of special interest to the student—that is, the local post office. Some are aware that Bridgewater has taken the same stand in this matter as several of the colleges of New England. Aside from that, however, it is a decided improvement. The old method was not only unreliable, but decidedly inconvenient and incomplete. At present, every student has a combination lock box. A postmaster is also appointed, with regular hours and all the equipment, and service need only to be used to be appreciated. If we understand correctly, this is a feature introduced and supported by our respected principal, and we feel sure that he has the grateful appreciation of the student body for the good work.

THE Normal Club is to be congratulated on another successful year. The climax of this season's enterprise was the entertainment given by the Specials. After this performance, the idea of a Faculty meeting should be clear in our minds. Let the good work continue; and may next year prove the Club to be as virile as ever.

THE OFFERING cannot help feeling that anyone who will look over the past work, will find the following facts proven. First, that an interested, and therefore willing, vigorous study of any one group of subjects adapted to ones ability, is greatly to be preferred to an unwilling, half-hearted, and therefore unintelligent following of a combination of memory. Second, that established customs, popular teachers, and suitable equipment may, do and should exert a certain influence; but some characteristic aptness on the part of the student, and the possession of a definite purpose; the recognition of an opportunity for accomplishment of coveted results are far more determining factors. Third, that what Bridgewater Normal stands for today is liberal culture. What is sought is not the possession of a large number of heterogeneous facts, but the training that comes from systematic, continuous, intelligently directed study, and the ability to use this study as an instrument of culture.

THE OFFERING feels that some explanation should be given for the meagre Alumni column this year. While the management sent out nearly four hundred pamphlets to the recent graduates, the Alumni did not respond with their customary expedition. The pamphlets were sent out considerably earlier than last year, with the very purpose of gaining time. We regret the incompleteness of this department, but cannot, under the circumstances, accept responsibility for its condition.

Photo by King

THE FACULTY



The Faculty.

ALBERT G. BOYDEN, A. M.

*Principal of the Normal School and Instructor in
Educational Study of Man.*

Bridgewater Normal School, 1849. A. M. Amherst College, 1861. Principal English High, Salem. Sub-Master Chapman Grammar School, Boston. Instructor at Bridgewater Normal School, 1850-53; 1857-60 Principal of the School since 1860.

ARTHUR C. BOYDEN, A. M.

*Vice-Principal and Instructor in Natural Science, History
and Civil Polity.*

Bridgewater Normal School, 1871. Amherst College, 1876. A. M. Amherst, 1879. Taught Mathematics Chauncy Hall School, Boston, 1876-79. In 1891 went with J. W. Dickinson on Educational Commission to Jamaica. Instructor in Chautauqua and Cottage City Summer Schools. Bridgewater Normal School since 1879.

FRANZ H. KIRMAYER, Ph. D.

Instructor in Classics and Modern Languages.

Attended Universities of Munich and Giessen. Ph. D. Boston College, 1895. Served in War of Rebellion, 1864-5. Vice-Consul of United States at Munich, 1868. Author of several text books. At Bridgewater Normal since 1870.

WILLIAM D. JACKSON.

Instructor in Science, English Literature, Mathematics.

Bridgewater Normal School, 1880. Special course at Mass. Institute of Technology. Courses at Boston Teachers' School of Science. Taught at the Royal Normal College for the Blind, London, England. At Bridgewater Normal School since 1883.

CHARLES P. SINNOTT, B. S.

Instructor in Geology, Geography and Physiology.

Bridgewater Normal School, 1881. Harvard College, 1889. Principal Normal Department of Atlanta University, 1882-7. Teacher of Mathematics and Science, Milwaukee State Normal School, 1889-97. Called to Bridgewater Normal, 1897.

HARLAN P. SHAW.

Instructor in Chemistry, Mineralogy and Manual Training.

Bridgewater Normal School, 1890. Post-Graduate and Assistant, 1890-91. Special courses at Mass. Institute of Technology and Harvard University. Instructor at Bridgewater since 1891. Student in Graduate School, Harvard.

FRANK E. GURNEY.

Instructor in Latin, Astronomy, Book-Keeping.

Bridgewater Normal School, 1890. Special courses. Taught at Cathedral School of St. Paul, Garden City, Long Island. At Bridgewater Normal School since 1891.

ISABELLE S. HORNE.

Instructor in Vocal Culture and Reading.

Courses in Boston University School of Oratory. Taught at Dover, N. H. Master's Assistant in Prescott Grammar School, Somerville. At Bridgewater Normal School since 1875.

CLARA S. PRINCE.

Instructor in Vocal Music and Algebra.

Bridgewater Normal School, 1875. Courses at Holt Institute of Vocal Harmony, and American Institute of Normal Methods. Taught in Andrew School, Boston. Master's Assistant in Bigelow School, Newton. At Bridgewater Normal School since 1879.

FANNY A. COMSTOCK.

Instructor in Rhetoric, Arithmetic, Botany.

Bridgewater Normal School, 1875. Taught in Marlborough High School. Instructor in Easton State Normal School, Castine, Me. At Bridgewater since 1888.

ELIZABETH H. PERRY.

Instructor in Drawing.

Westfield Normal School 1880. Studied in Normal Art School, Boston. Taught in public schools of Springfield, Mass. Supervised Drawing in schools of Chelsea. Taught in Normal Art School. At Bridgewater Normal School since 1891.

EMILY C. FISHER.

Instructor in English, Geometry.

Bridgewater Normal School, 1887. Courses of study in Paris and Berlin. Courses at Radcliffe College and Institute of Technology. Instructor at Bridgewater Normal since 1889.

BESSIE L. BARNES.

Instructor in Physiology. Physical Training.

Boston Normal School. Boston Normal School of Gymnastics, 1893. Taught in the Lowell School, Boston. Instructor at Bridgewater Normal School since 1883.

LILLIE E. MERRITT.

Assistant Instructor in Drawing.

Bridgewater Normal School, 1894. Assistant during last two years of course. Regular instructor since 1894.

LILLIAN A. HICKS.

Supervisor of Practice Teaching

Bridgewater Normal School, 1875. Teacher in public schools of Acushnet, Petersham, East Bridgewater, Quincy, Boston. Returned to Bridgewater as Principal of Model School, Sept. 1891. Became Supervisor of Practice Teaching, Sept. 1899.

*Model School Instructors.*BRENELLE HUNT, PRINCIPAL. *Grade IX.*

Bridgewater Normal School, 1896. Principal Grammar School North Abington, '96-7. Principal Grammar School, Westfield, '97-9. Returned to Bridgewater as Principal of Model School Fall of 1899.

ADELAIDE REED. *Grade IX.*

Bridgewater Normal School, 1865. Taught in schools of Pembroke, Kingston, Abington, Malden, Newton, Somerville. Teacher at Bridgewater since 1896.

MARTHA M. BURNELL. *Grade VIII.*

Gorham Normal School, Me., 1887. Special course at Bridgewater Normal. Course at Harvard Summer School. Taught in schools of Concord, N. H., and Chelsea. At Bridgewater since 1895.

HANNAH E. TURNER. *Grade VII.*

Bridgewater Normal School, 1878. Teacher in schools of Dighton, Taunton. Came to Bridgewater, 1897.

SARAH V. PRICE. *Grade VII.*

Windsor High School, '91. Warehouse Point, East Hartford. Bridgewater Normal, '00. Substitute teacher in Grade VII present school year.

NELLIE M. BENNETT. *Grade VI.*

Bridgewater Normal School, 1888. Courses at Summer School. Taught in schools of Middleborough. Returnd to Bridgewater, 1896.

JENNIE BENNETT. *Grade V.*

Bridgewater Normal School, 1886. Courses at Summer Schools. Teacher in schools of Middleborough. Teacher at Bridgewater since 1898.

MARY L. WALLACE. *Grade IV.*

Bridgewater Normal School, 1893. Teacher in schools of Rockport and Malden. At Bridgewater since 1895.

SARAH W. TURNER. *Grade III.*

Bridgewater Normal School, 1878. Teacher in schools of Bridgewater, Dighton, Somerville. Returned to Bridgewater as teacher in Model School in 1895.

SARAH E. PRATT. *Grade II.*

Bridgewater Normal School, 1869. Experience in schools of Kingston, Melrose, Bridgewater, Malden, Newton, Somerville. Returned to Bridgewater as teacher in Model School, 1897.

FLORA M. STUART. *Grade I.*

Bridgewater Normal School, 1889. Courses in Summer School. Teacher in schools of Fairhaven and Newton. Returned to Bridgewater as teacher, 1890.

ANNE M. WELLS. *Kindergarten.*

Kindergarten Training Class in connection with Mrs. Quincy Shaw's School, Boston, 1889. Post-graduate work with Miss Fisher in Boston. Taught in schools of Brookline and Hartford. At Bridgewater since 1893.

FRANCES P. KEYES. *Assistant Kindergarten.*

Mrs. Aldrich's Training Class, Springfield, 1888. Taught in private kindergarten in Springfield, and public kindergarten in Hartford. At Bridgewater since 1895.

Department Echoes.

Teaching in General.

INDIVIDUAL teaching is the subtle play of the teacher's life upon the pupil's life to cause him *to know* what he would not acquire by himself; *to do* what he would not otherwise do; *to be* what he would not alone become.

School teaching implies a company of young persons, organized, and a person who is able rightly to stimulate and direct the energy of these young persons, both individually and collectively; who can teach every member of the class while he teaches the individual pupil; who can hold every pupil up to his best effort; and who is able to enter into the life of his pupils to lead them out and up into the larger and higher life of the world.

The art of teaching is the art of directing the unfolding and perfecting of young human lives.

A. G. B.

Languages.

THE course in Latin, to take effect in September 1901, has been so arranged that it will be a comprehensive classical course. The High School graduates will be enabled to go on, where they left off and the Specials who are college graduates, may be prepared for teaching any required Latin.

This new move does not mean that the classics taught in the High Schools will be neglected. There will be a chance for typical teaching and classroom exercises in Cæsar, Cicero and Virgil. In the reading of the classes much stress will be laid on the style and literary merit of the various authors and especially on the acquisition of understanding the Latin thought without the intervention of translating.

Methods in vogue will be examined, the leading text-books named and compared, the fitting up of classrooms with books, maps, etc. suggested and time and manner of using readers and authors discussed.

F. H. K.

Arithmetic and Rhetoric.

THE latest revision of Arithmetic topics outlines the course by grades. The objects of the course are to present the subject matter of primary and grammar grades, to show principles and methods of teaching, and to develop mathematical power, both in the use of numbers and in teaching.

The course in Rhetoric seeks to give increased power in the use of English, and to cultivate the ability to appreciate good literature. Thought and expression are considered, and by practice work and discussion the features of the course are applied to teaching.

F. A. C.

English.

THE English department has been emphasizing the study of *story*, invention as a mode of thinking about nobleness, justice, self-sacrifice, continuity, conviction, generosity or the qualities that make up character. This has the purpose that with the recognition of the principles of expression, and the correspondence of form there may be developed not merely the habits of good form in expression, but also a quality of thinking and sensitiveness to the truth to be expressed, or in a word, character.

E. C. F.

Botany.

THE course in Elementary Botany deals with typical flowerless plants, and the structure, functions, and classification of flowering plants. The lessons are with slight modifications suitable for the higher grammar grades, and are designed to show the scientific method of study as applied to elementary work.

F. A. C.

Geography.

THE Geography course is now preceded by the course in elementary geology. This arrangement gives a physiographic basis for the geography work which is found to be decidedly advantageous.

In the two years' course the geography is now made to extend throughout the year. This is accomplished by giving alternately three weeks to the geography and three weeks to the practice work during the last half of the year. By this arrangement students are enabled to carry on a line of observation and practice work while still engaged in the study of the subject. The results of the experiment will be watched with interest.

Some of the new appliances added during the year, and which directly affect the geography work, are the tile-topped tables and cabinet case for the mineralogical and geological laboratories, a set of political wall maps and a model of the earth for the geography room.

C. P. S.

Physics.

THE principal feature of the year's work has been the improvements made in the physical laboratory. Instead of the three long tables we have eight smaller tables, modern in design and construction, with all metal work of brass, provided with uprights and with adjustable cross-bars carrying slotted brass rods for suspension purposes, and having the gas-cocks so placed as to have the table tops clear. Each table accommodates four students, giving each person a corner place; each student has an adjustable, rotary stool, promoting comfort and convenience in working and writing.

There is a teacher's table of suitable design; near this are stone sinks with hot and cold water. Under the windows is a new wall table, piped for gas; between the windows are faucets with drip pans. The incandescent lamps put in a little earlier were so placed that there is one over each small table while the wall table has four.

W. D. J.

Music.

THE musical library has been increased during the last year by Dole's "World's Famous Composers," Henderson's "How Music Developed" and "What is Good Music," Hannah Smith's "How Music Came to be What it is," Upton's volumes on Standard Oratorios, Symphonies, Cantatas and Operas, Krehbiel's "How to Listen to Music," Howard's "Child Voice in Singing" and Lyman's "Normal Music Course in the School-Room."

An effort has been made to broaden the course so that the student shall have, in addition to a knowledge of the proper use of the voice and of how to teach sight-singing, some ear training, and some idea of the history of music, of its structure, and of its literature, including the lives of a few of the great composers.

It was hoped that the glee club of male voices started the previous year might be continued but the absence of first tenors made it an impossibility. There ought, however, to be a glee club of either male or female voices or of both together in connection with the school and much interesting and valuable work might be done.

C. C. P.

Astronomy.

The instructor in this department, was in Norfolk, Va., during the recent eclipse of the sun. A lecture has been prepared upon the subject, and the charts, maps and diagrams used in the same are now hung in the Astronomy room. The wall space proving insufficient, the Reading room has been pressed into service, the walls of which are covered with maps, diagrams, charts and pictures of an astronomical character.

The "Second Revision" of the astronomy topics has been made, and the papers are now printed in pamphlet form.

F. E. G.

Book-Keeping.

THE topics have received their "Second Revision."

Mr. Gurney has published a text-book, "Book-keeping for the Grammar School," a small pamphlet of thirty-two pages, which presents in concise form the *essentials* for the grades below the High school. It is now being used in the Model school.

F. E. G.

Art Department.

THE present tendency in Art instruction is toward education in the perception of beauty.

Each year brings an increased demand for Normal graduates who have a growing appreciation of the fine arts. The phrase here includes not only the study of architecture, sculpture, painting, music, and poetry, but also the fine art of daily living. Refinement of taste is looked for in the teacher's personal appearance, in her home surroundings, in the arrangement of her schoolroom. Sensitiveness to the etiquette of travel, of the street and of business is expected no less than to that of the parlor and dining-room.

Each division of the subject of Art Study in the public schools gives opportunities for direct training in appreciation. We are endeavoring more and more earnestly to lead children to so strong a sense of beauty that they will make practical application of the "Principles of Every Day Art" and seek artistic expression in every phase of life.

E. H. P.

Physical Culture.

DURING the spring Basket Ball was apparently the most important part of the course in Physical Training. Intense interest in the tournament continued until one of the teams defeated the remaining seven, when the interest turned to the development of the losing teams, as shown in the games that had no direct bearing upon the result of the tournament.

Those who engage in Basket Ball know of its value as a means of development, and know by experience what an opportunity is given for training in those qualities of mind and spirit so essential to a life co-ordinated with one's fellows. Like other forms of athletics it is based upon the universal play instinct without which no life is complete.

Valuable, however, as athletic training is, the educational value of gymnastics cannot be ignored. The one must reinforce the other, and both together form a means for the subordination of the body to the mind and spirit, and cause the outward expression through the physical of the inward life of the mind and soul.

B. L. B.

Reading and Vocal Culture.

THE work in reading is based upon earnest, forcible, ennobled conversation.

The aim of the work is to teach the principles upon which correct and expressive reading and speaking depends, and to develop mental power.

As the re-action of the body upon the mind is very great, the pupils are trained in proper carriage, correct breathing, and good use of the voice.

To accomplish these ends a great variety of exercises, both physical and vocal, are given, always with a specific object in view.

The work includes special drill in phonics, teaching the formation and adaptation of the various vowel and consonant sounds of the English language.

Also, drill in the Delsarte Philosophy of Expression, the key-note to which is "Gesture is an elliptical expression of thought."

The reading lesson is, first of all, a lesson in thought-getting and in voice painting, for the purpose of increasing mental power to grasp the author's meaning, and to increase the ability to give adequate vocal expression to the thought, easily and naturally, with comprehension, adaptation and sympathy. I. S. H.

The Practice Department.

THE work of this department has been somewhat modified and extended during the past year, but the ideals have remained unchanged. Our first care still is to place before our student-teachers a public school from whose atmosphere they can imbibe the spirit we would have them carry into their own schools. A comprehension of children that gives the power to interpret their thought and to meet their needs, and a knowledge of right school-room conditions, with a certain degree of skill in performing a teacher's duties, are secured to the students so far as possible by observation, discussion and practice. In addition to this work, the students of the four years' course during the present year have made a more extended study of child development at different stages of growth. With this knowledge as a basis, a comprehensive and intelligent consideration of school programs and of courses of study becomes possible.

L. A. H.

Model School.

No institution partakes to a greater degree of the world-wide spirit of change and progress which characterizes the opening of the new century than the public schools. The *progressive* spirit is the all-animating one, and many details of the educational system have probably never been in a more tentative state than at present. Under the critical eyes of the philosopher, psychologist, and practical business man, each merciless in his dealings with defects in the old and mistakes of the new, educational aims and values are subjected to a most rigorous test.

In the midst of such conditions the Model School has been spared the strain of debilitating innovations. Guided by the same careful minds that have shaped the policy of the Normal School, it has successfully pursued the even tenor of its way, appropriating to itself the best as its value has become apparent. As a result, courses of study, thoroughly tested as the school has developed, have this year been printed. We are all at work, each in his respective sphere, on the great problem: How is the development of each individual child into a healthy, intelligent, law-abiding citizen to be best attained; and how can the forces of town and school be brought into the most sympathetic co-operation that these ends may be the more speedily and perfectly realized?

B. H.

*Classes.**Constituents of a Grand Whole.*

Section C.—"Let me know of you, whither you are bound."

Seniors.—"No faith, I'll not stay a jot longer."

Section B.—"I thank thee: lead me on."

Section D.—"There lies your way."

Section A.—"Set forth in your pursuit."

Juniors.—"What dost thou know."

Specials.—"Be pleased that I shake off these names you give me."

The Graduate's Reverie.

I

Sitting in my chamber cosy
'Mid the twilight tints so rosy,
Evening shadows creeping o'er;
Sitting thus in calm reflection
In a dreamy retrospection
Pondering on the days of yore.

II

Living back in days at Normal
Student gay, not teacher formal
In those days of yore;
Now when all my thoughts assailing
Make me o'er the past go sailing
I must murmur never more.

III

Thinking of the days of pleasure
Fun and frolic in good measure
Thus my mind doth soar;
How I fretted o'er my trials
Grumbled, gruntled at denials,
What a wealth of memory's lore.

IV

The present calls, the past is over
Former days in youthtime clover
Only are in memory's store.
May these pictures n'er grow dimmer,
May their brightness always glimmer
Keep me happy to the core.

Section C.

HERMAN GAMMONS,	<i>President</i>
KATHERINE C. NICKELS,	<i>Vice-President</i>
ANASTACIA G. LEAHY,	<i>Secretary</i>
CYRUS BENSON,	<i>Treasurer</i>
ELLA L. STEWART, JOSEPH A. CUSHMAN,	<i>Historians</i>

Colors—Nile Green and White.



ONE delightful day in summer, while searching in the woods for wild flowers, I discovered a strangely constructed hut. While gazing in wonderment upon it, it suddenly dawned upon me that it was the habitation of Old Nancy, the witch. I had heard many strange stories told concerning her.

As there were no signs of life visible, I decided to enter. While prowling around within, I saw an old book made from birch bark, upon the cover of which was inscribed in strange letters, "Old Nancy's Book of Fate." At first, I was unable to read the book, owing to the odd writing. I soon found a key, by which the weird characters could be read. After spending fully an hour reading, I was startled by hearing the crackling of bushes. I hastily made my escape. The sun had now set, and the shadows had come.

Upon reaching home, I made notes of some of the strange things I had read concerning the fortunes of my classmates, which were as follows:—

George Spaulding, an organizer of schools in the Phillipine Islands.

Maude Freelo, Bachelor of Science.

Leander Roscoe, author of "Travels in Scotland."

Herman Gammons, a member of Congress and statesman of great renown.

Grace Gardner, a writer of many celebrated odes and sonnets.

Myron Smith, a popular chemist in Washington.

Katherine Nickels, presiding over a home with dignity and grace.

Annie Leahy, a fashionable milliner in New York.

Joseph Cushman, well-known illustrator for the Munsey Magazine.

John Glover, the inventor of the celebrated flying machine, which made the first trip to Mars.

Mabel Davis, an agitator of Woman's Rights.



Sarah Packard, an earnest worker as a missionary in China.

Frank Litchfield, senior member of a wholesale house for school supplies.

Cyrus Benson, a writer of short stories.

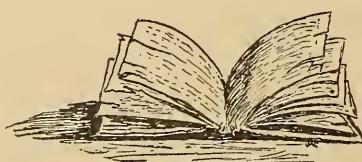
Ella Stewart, a spiritualistic medium, because of her powers of prophecy.

This was all I could remember of the contents of the strange book. I would advise any one who wishes to learn of the future paths of his friends to try to consult "Old Nancy's Book of Fate," and trust that he may be so favored as to have an opportunity.

AS TO A history of Section C for the current year, we think that the record of the class needs but little comment. Always prominent in athletics we find that this year is even more than ever a banner one in this line. The football team needed the services of four men including the manager and captain, while in baseball, the season would have been a complete fizzle if four of Section C had refrained from activity. The captain and manager of the latter team were included in the number contributed by the Section.

In the class-room, our ability has been doubtless realized and we hope appreciated. As the time draws near for a separation from the old school, we begin to feel that there is much ahead to give us trial and test. This leads us into a fear that perhaps we are not where we should be in preparation, that our full appreciation of what Normal has done for us will come in the future after we have left it behind.

As we step out, a fervent offering of thanks is given to those who have so earnestly striven for our good and interest.



Seniors.

WILLIAM G. HOWES,	<i>President</i>
MARION R. NOYES,	<i>Vice-President</i>
SIDNEY T. NORTHCOTT,	<i>Secretary</i>
ETHEL C. LOWRY,	<i>Treasurer</i>
LOUISE V. BOWKER,	<i>Historian</i>

Class Colors—Dark Blue and Gold.



AS we look back upon our last year at Normal, we are bewildered by the great number of pictures "that hang upon memory's walls." Of all these there are some which we never can forget. Among them are the pleasant hours spent in No. 17 in vain endeavor to "think definitely," or in 24 struggling with "high lights."

Why, on Hallowe'en, did the Seniors, who should have known better, allow the sights and sounds of the external world so strongly to solicit the mind? Alas for our poor human nature! We must confess that under the pressure of these distracting circumstances, we did those things we ought not to have done.

There are some things, however, to which we can look back with pride. It was in zoology that one member of our class was heard to say that the air sac in a bird's egg was on the left side. Another informed us that the Fly-catchers caught their food "on the fly, of course." Still another asked in all seriousness if a bob-white was not a sparrow. It was one of our instructors who made the startling announcement that every teacher should be a story teller, and advised us to cultivate the art.

What should we do in English Lit. if it were not for her who has swallowed grammar and ate arithmetic?

In spite of Mr. S.'s injunction to "let the absent one speak for herself," we must tell you that one of our classmates has been persuaded to leave us, and to seek her sphere of usefulness in a different direction. We trust that we shall not have many more deserters.

Some of our number are resolved to be athletic at all costs, and have been seen kneeling with white faces and bated breath on top four sections of the vaulting-box, or hanging from the top-most stall-bar in momentary expectation of being dashed to a dreadful death below. For all that, we have made for ourselves a record in basket ball that is not to be despised. Yes indeed! The

Seniors certainly can mention basket-ball with pride. Our Cadets with Miss Lowry at the head refused graciously to yield to anybody. When as Juniors, we came so near and yet so far to winning the championship, a firm resolution was made that as Seniors, our name must be engraved on that cup.

If some morning, before breakfast, you should chance to meet a solitary maiden following with an opera glass the movements of a small bird, do no think her a lunatic escaped from the State Farm—she is only a “Normal” trying to “know a bird.”

Perhaps there are some who would like to have us explain what it means when, upon being asked to take a walk or attend a basket ball game, we shake our heads and tragically exclaim: “Booking” or “maps”! To such persons we will say: “If you live you will learn.”

The alternating principle of the Model School practice work, experimented with this year, has made us the objects of its existence. It has given us as workers in the Model School some benefits and provided a respite from continued pressure of grade teaching practice. When in the spring days with the outdoor pleasures at hand, the division of time, so each part of the class might get some time for leisure, proved highly satisfactory all around.

We are not inclined to overboastfulness but would like to state that a feeling of satisfaction comes over us at the contemplation of our notebooks. While at times, there is much question as to what is meant by our drawings and diagrams, yet the fact that we have attempted is some consolation.

For all that, we have spent many happy hours under the care of our Alma Mater. In days to come we shall look back to them with regret, and feel that we should be glad to respond to the call for a class meeting.

Section B.

SUMNER W. CUSHING,	<i>President</i>
ETHEL BOYDEN,	<i>Vice-President</i>
ELSIE E. TURNER,	<i>Secretary-Treasurer</i>
CHARLES P. SAVARY,	<i>Historian</i>

Class Colors—Gold and Black.



MY friend Dooley visited Section B, the other day. He stayed only one afternoon, but he saw enough and learned enough to make his eyes stick out. He got here just after dinner,—I had invited him to come then for economic reasons,—and I took him into the Dutch recitation. Now Henessey, or someone, must have coached Dooley up pretty well, for he seemed to know all about the people. The minute he got inside the door, he said "Shoa me the bootcher will yez." "The which?" said I, "whom the deuce do you mean?" "Sure," he replied, "it's Smith I mane; ain't they afther caallin' him the' champeen cutter av the class? Or is ut becz he saws wood?" Just as I was about to give Dooley a violent call down, "Bill" came in, Philistine in hand. Dooley shouted, "Dere he is, begob, Oi' knew he was a bootcher, will yez look at de brown papie." Well about then Kirmey shut the door with a slam, which jarred Dooley so, that it was hard to keep him from "smashin' d' mug aff d' duffer."

After Dutch I asked Dooley if he wouldn't look around a little, while I plugged up on Chem, and he started down the corridor. In three minutes he was back, white as a ghost and as breathless. "Begob," he gasped, "taake me me out av ut, taake me out av ut." "What's the matter now?" I inquired. "Will," said he, "I wuz jist agoin' tru d' chamber av horrors." "The what?" said I. "Oh," said he, "thot room jist forninst, wit aall d' did min 'n 'tings." Of course I immediately understood that he mean tthe Physiological and Zoological Lab., and said so. "Will I wuz agoin' tru ut, annyhow, whin Oi heard somewan taalkin'—a goil ut wuz,—taalkin' till 'ersilf. 'Noa not this waltz,' siz she.

"Th' nixt wan is yures,' siz she." "Oh," I replied, "that was no doubt Miss H-ch-n who had fallen asleep. I understand she sometimes talks that way."

Dooley began to look round the room. "Say," he asked, "whos' d' tin guy," indicating Sinnott, who was bending in anxious study over his Astronomy. "Oh, that's Sinnott," I answered, "he's net to be disturbed. He's trying to get through this year and he has to make up for the time he lost in taking the census." "Oi heard he had a pull wit d' faculty," said Dooley, "and be d' look, Oi' shud saay ut 'ud be a hard pull fer 'im."

"Well now, old horse,—" I began. "Who said horse," interrupted Miss H-ch-t, with a start. "What's d' matter wit her." asked Dooley. "Oh," I replied, "that's only a nerve sign. She is something of a connoisseur in horse flesh, but by tacit assent, she has promised to cease her use of id, (she had a cold when she said it.)"

Well, I took Dooley up to the Chem. recitation, where he was much interested in the production of H_2S by M-ls's patented process, but he thought it high time to disappear, when she wanted to borrow his watch glass for an evaporating dish. I didn't see him again till after the recitation, when I found him in the sanctum violently "chewing the rag" with Editor Leonard, of the OFFERING, on the relative merits of a four and a six years' course in Latin, for the public schools. Dooley had a half mince pie in his mouth, and another in his left hand. (L. had just received a box and was getting rid of it.) In his right hand he held a glass of liquid, (there were bottles in the box,) and he was writing his arguments on a blackboard, with his foot. Leonard had just recapitulated for the seventeenth time. I came back in an hour and pried them apart. Dooley said, "he hadn't had sich a shindy sence the time in Aarchy Rood when—" "Come over to school," said I interrupting them, "we'll have a class meeting, and introduce you to all the People,—with a Cap P."

So messengers were sent all over the Campus and Other Localities and in one hour, mirabile dictu, we rounded up the President. "What," said Dooley, "is aal d' goils sick? How 'd yez catch 'im?" wherein he showed again his coaching. When Dooley got up to make a speech, and spoke of lofty aims and high ambitions, how Miss C-r-n and Miss H-l-d blushed and drew themselves up to their full height. And that night, they went out on top of the school-house, and not having a wagon of their own handy, hitched one of Mr. Cole's, the druggist, to a star, where it can be seen to this day,—at night.

At the reception which followed while my friend was being duly presented to all the members of the Section, when we came to Miss B-ne, he said, "Saay, Oi thot yez didn't allow outsiders insoide." Thereupon the lady, with much warmth responded, "Well I guess I do belong to Section B, so there; Don't I Mr. Smith?" That scared Dooley so that he could with difficulty be restrained from crawling into the bookcase.

For some reason or other, the rest of the Section hadn't shown up, so after I had allowed Dooley to spring a few "idiophantasmagoricillities," we adjourned. "Now then, Dooley," said I, "there are a few more people, whom I want to meet before you go, for you'll never get into such an atmosphere of intellectuality again. "Aall right," he replied, "praisint me till this wan," indicating a person coming up the walk. The crowd of B's, who had followed us, perceived with horror that a member of the faculty had been mistaken for a member of Section B,—a crime in our eyes even greater than to be a Special. As one man, they pounced on my friend, with cries of, "Lobster!" "Kill him!" "Soak him!" "Boil him!" "Eat him alive!" etc.

After I had lent Dooley my overcoat we continued our tour. We met Miss R-ke walking down the campus. Her eyes, fixed straight before her, had apparently no power of perception, as with vacant expression, her lips seemed to form words; but no sound came forth. Dooley made a break for the other side of the pond. "Is she off th' throlley?" he asked. "Oh no," I replied, "only going over to-morrow's Gym lesson." "Oh sure," was the rejoinder, "it's a fool Oi am. It's often Oi've heard till av mintal gymnastics but Oi niver saaw anny av thim befoar."

Down by the pond we found Miss T-n-r. Her back was towards us, and a bunch of stubby growths on each side of her head, gave a most remarkable appearance. Some were furnished with tufts of hair, and on the whole the appearance was something like a cat's head back to. "Begob wot's she doin," said Dooley, and added trembling "Is she a B?" At the sound Miss T-n-r turned. She was painting and her mouth was full of brushes, and she had to swallow them to speak. "What's that?" asked Dooley, pointing to a greenish blue, corona like appearance in the background of the sketch. "That," frigidly replied the artist, "is foliage." "Oh," remarked my friend in a subdued tone.

I took him home and thawed him out. We couldn't find Miss B-d-n who was busy setting her Vergil to music. She always thought it came easier that way. Dooley is something of a musical genius himself, having once memorized the whole of "Throw him down McCluskey," to sing at a barkeepers' ball. We didn't see Miss G-f-d either. She was down advising Miss Hicks and the Model School teachers as to the proper means of keeping the Section B boys in subjection and of improving their penmanship.

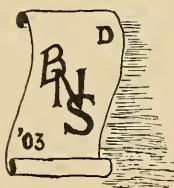
Finally Dooley said, "Will Oi'm glad it's toime ter goa,—but yez needn't think yez can fule me, Oi wants ter see aal th' mimbers av Section B." "But you have," I told him. "Ye're another," he said, "where's this Lubber, er Tubber, er wot iver 'is naame is?" Then I had to explain to him that Elbert Hubbard, is only an honorary member and spends most of his time abroad.

Well when the time came for Dooley to depart, the "Big Four," in a true patriotic spirit gave him a ride to the depot. It was a glorious send off, surpassed only by that accorded a member of the "Four," once before. At the end of his ride, Dooley was visibly moved, and fell on his neck (we all fell on our necks) and wept,—tears of joy.

Section D.

ROGER A. POWERS	<i>President</i>
IDA M. CLAPP,	<i>Vice-President</i>
AMY W. LAWRENCE,	<i>Secretary-Treasurer</i>
MICHAEL D. CARROLL,	<i>Historian</i>

Class Colors—Blue and Gold.



WE have learned from various sources that history is based on society; that around society and in connection with its advance centers great history, whether it be that of the nation or the class. Thanks to the interest shown by one of our lights in room 18, we learned also that history may be realistic or idealistic.

To the sociological side of its life, then, let us look for the greatness of Section D. Let us go back to the beautiful June morning of last year, when our section, laden with baskets, cameras and sunshades, rode forth—some to Highland Park, some to the "Nip," and some to follow the base ball team to Rockland. If we stop to consider, it will be readily seen that on that day we set up a prestige which it will be difficult to overcome. On that day our members swore each and every one to stand together—to expend our energies together. As it was the universal belief that this could be done most advantageously along certain lines, we worked accordingly, and firmly believe that for poetry composed upon the spur of the moment, and for masterly teaching exercises in the "dead" languages at least we are unequalled.

With these great principals of brotherly love before us, we came back in September of this year prepared to work—to work as teachers and from the teachers' standpoint; and that we might be able to do this best, to first learn "how to live." Everything in our first term's work went to encourage us in this respect, for we had hardly entered into the study of "sea-shell" exercises in room 23, when we learned a great and important principle, namely, "where to laugh, how to laugh, how much to laugh," and still be ladies and gentlemen. This study was unfortunately cut short by the illness of our teacher, and we were given a chance to redouble our efforts with Romance, Idealism and Realism. So well did we succeed in this that we were able to find "themes," "plots" and ethical values in the most intricate masterpieces, even while a classmate was reciting.

With the beginning of the second term there was a new stir of life throughout the section. The class pin question began to be agitated, and plans were laid for another of those memorable socials. We think that this last term's work

has been the most interesting and instructive of any we have yet experienced, because it gives in the relative study of zoology, physiology and botany such a comprehensive view of the realm of nature. Here it was, however, that we met a great difficulty, and it took the earnest and persuasive "Powers" of the section to restrain one young man who could see no earthly good in studying "flower less" plants, when he might be spending his time with "flowers" which had some relation to his life. His strongest argument is: "Well, in history we did not study anything about the "War of the 'Flowerless Plants.'"

When at the end of the first ten weeks of this term, we began the study of book keeping, we took rapid strides in the subject, and every one of our teaching exercises, at least during the first round of the class, showed "careful preparation." Naturally, as in all subjects, there were leaders in this, and it did not take long to recognize the fact (it came upon us suddenly one day in the English class) that one young lady in particular excelled all others in the art of "keeping books."

Another young lady in the same class astounded us recently by making the statement boldly that "Ichabod Crane often amused himself by holding two or three children on one knee and rocking the cradle with the other." And even with all our knowledge of "shadings" we were not able to determine, nor would she deign to inform us, whether the cradle got rocked by the other knee or the other children.

During this second term, several zoology enthusiasts were discovered. A tendency to chase around after specimens of aquatic animal life and insects, bugs, etc., became alarmingly active. Whole gallons of pond water were taken from Carvers, while microscopic observation nearly destroyed the eyesight of many. This activity was simply another example of our peerless energy.

One very interesting fact concerning the personality of the section is its cosmopolitan nature. When an organization may boast of French and Armenian influences in addition to elements American in nature, its fame is practically made and established for all time.

On the evening of February 8, a reception was held in Normal Hall, and was socially a grand success. In fact it so far eclipsed all previous attempts of the same kind, that our principal, firmly convinced, perhaps, that it will never be equalled, has decided that for a while at least this room can be used for other purposes.

With this, the second of the great social events of Section D ends its history up to date. It still remains for the chroniclers of two years yet to come to record and hand down to posterity the ultimate achievements of a great section in connection with a great institution.

Section A.

JOHN W. NORTHCOTT,	<i>President</i>
LUCIE E. REED,	<i>Vice-President</i>
CHESTER F. MILLER,	<i>Secretary</i>
HENRY F. WILSON,	<i>Treasurer</i>
IRMA E. WING,	<i>Historian</i>



THE former Section A's have been of such a superior character, that we, the members of the class of 1904, feel heavily burdened with the weight of the reputation which we must sustain. We have entered upon our work, however, with high hopes of success, and we shall endeavor to maintain the high standard of our predecessors. Moreover, we bid fair to outrival them in originality, at least, judging from that which has already been manifested by certain members of the class. And thus our history begins.

We entered with a membership of twenty-one; but so soon we have lost two of our classmates, both of whom, however, we hope to welcome back the coming year.

Our first assembly as a class was in No. 21. There, with what trembling we listened on the second day to the call for volunteers, and not one of us responded. Let us add, however, that we are not criticised now for this defect. In fact, we have been reproved latterly in the very same room for our over-eagerness in this respect.

The discussions which took place in our study of Geometry were many and interesting. Those of us who decided there that the cube is the highest type of form, should have continued to hold that opinion in their later study of the intricacies of its "root,"—the stumbling block of many.

Our imaginative powers were developed exceedingly in our musical study, as we gravely addressed our classmates: "Children, sit tall." It was during one of the recitations in this class, that Miss C—— demonstrated, much to our amusement, that "the longest way 'round is the shortest way home."

Who of us can forget the swiftness with which we hastened to Room 18 at the close of the afternoon session—the Mecca of our book-loving souls. This tendency, however, could not have been normal, as we have noticed no indications of it during the present term.

Our Elementary lessons in Psychology were productive of many discussions, our "eyes" disagreeing sadly. The part of the class most heard from in these

exercises was the north(cott). This gentleman should also be more careful in the use of English. "Me did it" is a decidedly ungrammatical (trinomial) expression.

Mr. W——n's favorite study is Physics. At least, after "observing" him on the first day of our study of this science, we all agreed that it was a "fair inference."

It is characteristic of the energy of the class that we elected officers and chose our class pins very early in the year. Speaking of class pins, we must not forget one of our members to whom occurred the "Happy" thought of loaning his, and straightway it disappeared.

Our first term's work is finished, and we shall endeavor, by means of hard study, to accomplish our present work with still greater success. We hope to welcome back all our classmates at the beginning of each new year, and we shall take advantage of all our opportunities, so that in the end we may become successful teachers, and able representatives of the training powers of our Normal School.

Juniors.

FRANCIS P. DOUGHERTY,	<i>President</i>
MABEL DARRAH,	<i>Vice-President</i>
MAY M. BADGER,	<i>Secretary</i>
IRMA B. TRUE,	<i>Treasurer</i>
MAY M. BADGER,	<i>Historian</i>

Class Colors—Royal Purple and Gold.

Oh! the horror of not knowing
 Whether you have passed or not,
 When to bear upon the subject
 All your energies you've brought.
 We'd do anything to stay here—
 Work like Trojans day and night!
 Won't you let us stay, dear teacher?
 Now we think you really might!
 Oh! the joy to hear your name read
 From that ponderous book of fate.
 Like a shadow fades the memory
 Of the hours we've had to wait.

THE pilgrims had been gathering all day. Some of them had come from a long distance; others had only a short journey. They collected in groups, and anxiously inquired what the chances were for admission to the House Beautiful, and whether the lions were unusually savage. Doubt, Despair and Hopelessness hovered around. Determination, Cheerfulness and Hope did their best to cheer the forlorn ones.

The dreaded moment arrived. They reached the entrance to the House Beautiful, with the lions guarding the portals. Knowledge, Experience and Watchful were there to help the anxious pilgrims. A supreme effort, and the beasts were left behind. They soon found, however, that each one had his task to do, so each shouldered his burden and set to work.

Many started out confidently, but before long, they being heedless, did fall into a Slough of Despond. Here they struggled despairingly for some time, until one whose name was Help came to their assistance.

The Hill, Difficulty, blocked the way of some; but the wise ones sought the aid of Perseverance and Hard Work, and before they knew it the summit

was reached, and they saw beyond green fields and the summit of the Delectable Mountain.

Their troubles were not yet over. Some of the pilgrims leaving the company of Work and Industry for that of Play and Idleness found themselves in the Valley of Humiliation. Now in this valley lived the giant Apollyon. He must be overcome before they could pass through the valley. They had gained wisdom, however, from their previous difficulties, and called to their assistance their old friends who had helped them up the Hill of Difficulty. By the aid of these guides, Apollyon and the Valley of Humiliation were left behind.

Thus the pilgrims continued their journey. Some found the pilgrimage easy; to others the day's work was hard—so hard that one or two were caught by Giant Despair and shut up in Doubting Castle. But Hope found them and set them free, and they hastened to overtake their fellow travellers.

Their pilgrimage is not yet finished. Many a Hill of Difficulty and Slough of Despond delay the pilgrims. Yet their courage is good. May the House Beautiful ever be a source of inspiration to them as they pass onward, with their faces ever turned toward the Delectable Mountain!



LEONARD O. PACKARD,	<i>President</i>
HELEN B. STORY,	<i>Vice-President</i>
ETHEL S. HOWARD,	<i>Secretary</i>
ANNIE L. SAWYER,	<i>Treasurer</i>
LOUIS J. WEST,	<i>Historian</i>

Class Colors—Green and White.

"In worth, not size, our value lies."

TO write the history of a body whose scattered particles Gravitation and Cohesion do not unite more than three or four times a year is like sharpening a lead pencil with a blunt hoe, which I trust that my indulgent readers will realize is no less arduous a task than trying to cut boarding house steak with a case-knife.

Those who expect of us a production rivalling *Life* in illustration and satire are doomed to disappointment, for we realize that 'tis a sad thing when people have neither wit to speak nor judgment enough to hold their tongues; so our object is simply to place before you a few of the incidents which marked our brief career, and some of the traits which characterize us as **SPECIALS** of 1901.

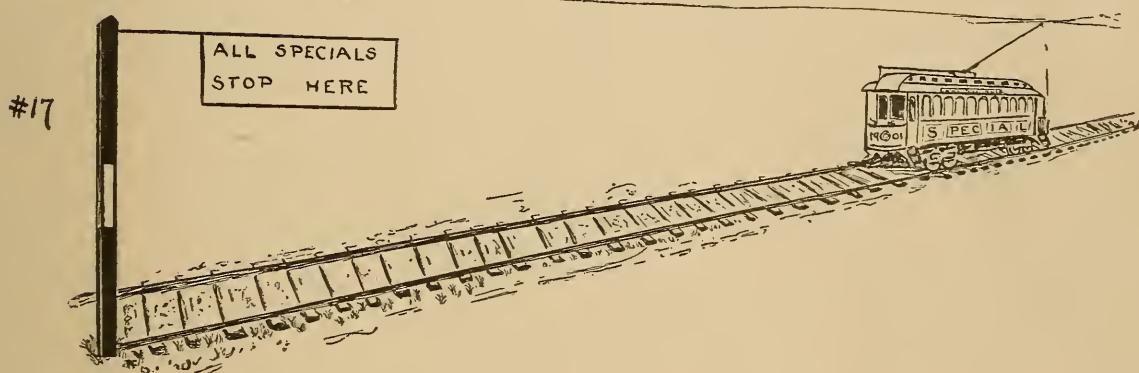
Not "Who are you?" but "What can you do?" is the important question which confronts the teacher today. In recognition of this progress in education and the art of teaching more than thirty young men and women entered Bridgewater Normal in September, 1900, for **SPECIAL** instruction in the underlying principles of the grandest and noblest profession.

Much speculation had been indulged in by the "regulars" of the upper classes as to what sort of a conglomeration would come forth as the special class of 1901. Of course, we knew ourselves that we were not a crowd wherein beauty and youthfulness dwelt most conspicuously, but still we did not quite like the idea of being looked upon as "Daughters of the Revolution," or a "Society for the Improvement of Crops."



You can easily imagine, then, that for a day or so our position was an uncomfortable one, for we felt like a rose between two thorns as the students of the previous year, owing to their dignity, stood aloof from us, and the seething crowd of freshmen shrank from everybody with an air of perpetual apology for the unpardonable presumption of being in the world. As soon as it was discovered, however, that we possessed not that milk-the-cow, churn-the-butter or rake-the-hay air which it was feared would cause Bridgewater farmers to tremble for their livelihood, and that on the other hand our satisfaction was not in being able to show our plumage, we were able to form many pleasant acquaintances with the regular students.

A social gathering of all the Specials early in the year enabled us to become better acquainted with each other. It was then learned that our number included many teachers of experience, and graduates of the leading Colleges and Normal schools in the country; but ah, me! the cheerfulness,—“the state of feeling which arises from being habitually hopeful”—in Mr. Boyden’s countenance when he discovered that in spite of all this we had yet to know ourselves as products of Gravitation, Cohesion, Chemical Affinity, Plant Life, Animal Life and Rational Life combined.



“We trudged along, unknowing what we sought,
And whistled as we went, for want of thought.”

But No. 17 will long be cherished in our memories as the room in which there came to our ears many a helpful suggestion from the lips of our honored principal, whom forty years of service here renders so competent for the work which he undertakes. We are also greatly indebted to Miss Hicks, whose untiring efforts in presenting “The Art of Teaching” to us during Mr. Boyden’s absence, and the inspiration of whose courtesy, sympathy and kindness at all times during the year we gratefully acknowledge.

Probably the grandest social event of the season was a dramatic entertainment entitled “A District School,” presented by the ladies of the Special class,

March 20, 1901. We would respectfully call your attention once more to the fact that this performance was given entirely by the ladies of the class, who feel under no obligation whatever to that hateful creature—MAN.

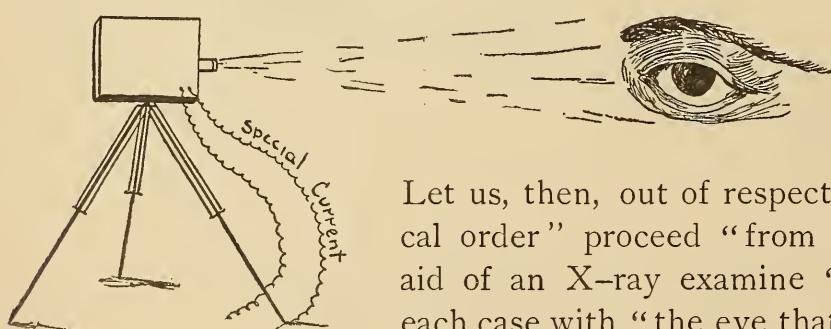
“They that have done this deed are honourable;
What private griefs they have, alas ! I know not,
That made them do’t ; they are wise and honourable,
And will, no doubt, with reasons answer you.”

Shakespeare.

When in a secret council lasting until midnight, these strong advocates of “Woman’s Rights” decided to get mad and adopt for their motto : “Let no man join us, under penalty of death,” that was enough to insure success to the occasion, for their previous performances at class meetings had already convinced us that when they really “get their back up” they cause even the camel to look upon them with envy, and remove all doubt in the Darwinian theory.

In imitation of the ancient Greeks whose custom it was to employ hired mourners at their funerals, these young actresses, by their pitiful tale of man’s cruel desertion, won the favor of many students and teachers of the feminine gender who on this occasion poured forth their sympathy, praise and laughter in the manner of a donation party. Members of the faculty who hadn’t smiled before for thirty years nearly went into convulsions and pronounced it the best thing of its kind ever presented at Normal Hall.

In behalf of the male members of the class I desire thus publicly to express our heartfelt gratitude to these young women who so completely won the hearts of their countrymen and raised to so enviable a position the name of **SPECIALS** of 1901.



As a class our life has been a short one and has perhaps received its due attention.

Let us, then, out of respect to “the natural and logical order” proceed “from the whole” and with the aid of an X-ray examine “the parts,” beginning in each case with “the eye that feels, thinks and winks.”

ANNIE LAURIE SAWYER probably has the honor of being more widely known throughout the country than any other SPECIAL of 1901. She was first brought into prominence by that beautiful song dedicated to her, and last but not least by her relationship to QUINCY ADAMS SAWYER. She is somewhat sensitive about the latter fact, so friends will please not allude to it.

MARY ALICE BROWN is thoroughly devoted to the work of teaching for which she has earnestly and faithfully prepared herself. Her work is never neglected, but is always done up BROWN.

ETHEL BESSIE BELL. It is generally acknowledged that this young lady is the BELL(e) of the class of 1901. She is never more at home than when in the schoolroom, and is a very necessary utensil for any school wishing to be complete in its equipment.

SARAH ELIZABETH HOWARD is noted for her philanthropic deeds. As she now goes forth to renew her work in leading children to "right activity," she leaves behind her as a pleasant memento, a richly endowed seminary which bears her name.

EDITH GODDARD has done a good deal for education in rural districts. She originated the idea of free transportation of pupils to and from school, and is now advocating the policy of furnishing principals of city schools with either an automobile or a GODDARD.

MARY SUSAN ABBEY has given SPECIAL attention to Music and has developed into a real prima donna. Her technique astonishes the world when she takes a hop, skip and a jump over an augmented second, and slides down the chromatic scale like a toboggan. She is a great favorite in royal circles and has received many an encore (the French word for "call-down") to repeat a whole recital for the sole benefit of "My EXCELLENCY," the PRINCE.

GRACE BUTLER GALLISON is a very bright girl possessing SPECIAL ability in working out Psychological processes and principles. She is, however, puzzled to know how to proceed "FROM THE WHOLE TO ITS PARTS" in making a topical outline of Astronomy,—the study of Heaven—if "there is no PARTING there."

FRED WILLIAM DAHL is a strong advocate of the important principle of education: "the child must acquire all his primary knowledge from the object of thought, as the only source of knowledge." He has given SPECIAL attention to Language work and his strength lies chiefly in his objective teaching of the force of suffixes, when he shows that by attaching the end-ING to himself he becomes a dear, little DARLING.

CLARA BELLE COOKE has taken great pains in thoroughly preparing herself for the work of teaching. Her strong point is discipline. She never inflicts corporal punishment, but being a competent COOK, she can furnish a good ROAST when 'tis needed.

MATTIE ESTELLE ROCKWELL does not ask "What's in a name?" for she knows 'tis the secret of her success in the kindergarten. Thus with the aid of the lullaby, she brings the children under her control.

CLARA RACHEL BENNETT is a young lady of culture, refinement and learning, and best of all is very modest of her attainments. She possesses natural ability in teaching in such a manner that her pupils are "not mere learners of lessons, but are educated by the process."

MAUD WHEATON PILLING. This diminutive form of PIL(L) is a SPECIAL article, not obtainable from all druggists, but prepared especially for school use by Bridgewater Normal. We feel sure that, if taken in season, it will give immediate relief, and restore "right activity" to any disorderly school. Consultation free!

MARY AZELLA GOODELL is probably a descendant from the original GOODALE family, but has adopted the modern spelling of her name owing to the legislative act of 1885, providing for SPECIAL instruction in schools as to the evil effects of ALCOHOLIC DRINKS, stimulants and narcotics upon the human system.

ABBIE AUGUSTA SEYSER cares not what others may say, for she knows that any skilled superintendent will readily SIZE-HER up as a teacher quite competent to meet his needs.

LEONARD OSCAR PACKARD is a teacher of great mental power, whose fine physique will doubtless win the admiration of some superintendent. He deserves no SPECIAL credit for this, however, since 'tis no fault of his own, but the natural, outward expansion necessitated by mental development within. He is a good worker, and will doubtless devoted his life MAIN(E)-ly to teaching.

BERTHA RUENA BATSON is a real marvel in the school-room. She does not rely upon corporal punishment for her MAIN(e) strength, but owing to her frail physique, she has cultivated to a wonderful degree of success the power of controlling by "warm sympathy, tact, good patience and even temper." She adds great WEIGHT to the teaching profession.

HELEN BRUCE STORY is a popular young girl whom a thorough educational training renders fully competent to perform the duties of a teacher. She is quite capable of managing her own affairs, and thus will not cause any principal to become so wearied by her complaint as to feel when he sees her coming—Alas! the same old STORY.

ARTHUR ASHTON HEALD is a teacher whose work is characterized by purely Psychological principles. The fact that he was chosen for Mr. Boyden's successor as Prof. of Psychology, and that upon his voluntary resignation he was succeeded by Miss Hicks, is enough to make many a man find a 10 1-2 hat too small, but he received these honors with a marked degree of modesty. He is at present extending his study of the human mind into Christian Science, and is trying to discover the "natural and logical order" in convincing some fair damsel that her mind should be HEALD.

MARGARET ESTELLE TEMPLE does not seem to realize the necessary moral qualifications of a teacher. It has been said: "Where there is smoke there is usually fire," and if she is WISE, she will not give occasion for the frequent association of her name with SOLOMON's.

MARGARET EVELYN SEAVER cannot fail to make an impression upon some superintendent. Her manner with her pupils always has in it the idea of "decision," and yet she is capable of glancing at one with a coquettish sort of a "Why-don't-*yer-SEE-VER*-yourself,-John?" expression, which shows that she believes in the principle: "Expression must keep step with acquisition."

BERTHA LOLA JENNINGS has given careful attention to Child Study, and has done much for the profession by her discovery that it does not necessarily indicate defective hearing if children below the fourth grade are unable to hear a cough-DROP.

GRACE MARY HILL is a very bright girl who has won the esteem of her classmates as well by her genial manner as by her recognized ability. She is a real SPECIAL, inasmuch as she is a TECH. GIRL. Her strong point is mechanical engineering, and she is now trying to design some Psychological structure for bridging over the gap in the unfortunate beings bereft of rational life.

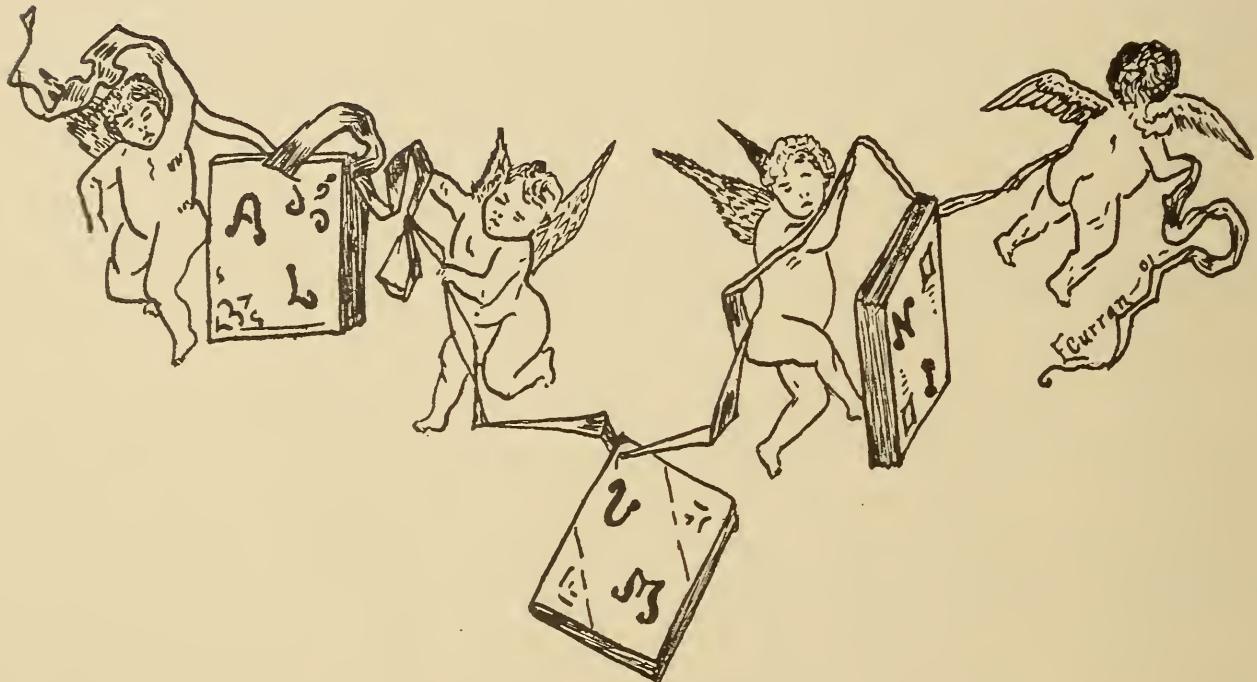
ETHEL SYBEL HOWARD announces through the Psychological medium of "Language of Action," that she will not cater to the whims of any cranky superintendent who offers her a position, but will independently say: "I'm already ENGAGED, Sir!"

LINA LUELLA TOZER is a natural-born chiropodist. Involuntarily, without any action of the will, and almost unconsciously her first question is always: "What's the matter with TOE-SIR?"

BERTHA NILES MESERVE has the advantage of college education combined with normal training, which is sufficient to enable her to teach with a clearness and brilliancy that rivals the illuminating power of the Standard Oil Company.

LOUIS JERALD WEST is a talented young artist. Naturally, then, he has given his SPECIAL attention to Drawing. He very early manifested a natural genius in this direction, in that the first thing which he did upon coming into the world was to DRAW his breath. He has recently been engaged in character SKETCHING at Bridgewater Normal, but expects to begin soon what he hopes to make his masterpiece—DRAWING a salary.

Several new students joined us at the beginning of the second half-year, and were at once welcomed as classmates; but the acquaintance of so short a time makes it impossible to write about them in detail. And, alas! 'Tis ten o'clock. The lights have gone out, and the rest of our history remains in obscurity. Clouds black as Erebus have overshadowed the soft light of the stars, and left the world to darkness and to me.



Florence W. Keith, '99, is teaching the South school, Bridgewater.

During the past year I have been very pleasantly located at Lancaster, Mass., as First Assistant of Lancaster High school. Have charge of the Science Dept. and French. I find the work very interesting.

Wm. R. Kramer, Sec. C., 1900.

I am teaching in a third grade of the Shurtleff school of Revere.

Grace Whittle, B. N. S. '00.

Freda Salfisberg is teaching in the Coddington school, Quincy.

The first four months of my teaching were spent in Graniteville, as teacher in the sixth and seventh grades. For the last year and a half I have had a third grade in Medford.

Bertha W. Kimball, '99.

I am the Principal of the Grammar school in Glendale. The village is a part of the town of Stockbridge, and is situated in the heart of the Berkshire Hills. The scenery is very fine. My school consists of four rooms. I teach the three highest grades. We also have special teachers for Drawing and Music.

G. M. Hawes, B. N. S. '99.

As to data concerning myself, I think it will be sufficient to say that I am teaching here in Fall River.

Mary A. Slade, '00.

My sister and I are teaching in Spencer—ungraded and fifth. Much interest has been shown in bird study during the winter and spring by both pupils and teachers, the latter having formed a class for field work. Unusual interest is being shown in other lines of nature work.

Julia F. Sawyer, '98

The first part of this school year I taught a sixth grade in Cochituate, but finding the work too hard, I gave up the school in February, and came home for a rest. I am now teaching a grammar school in Brookline, N. H.

Nettie E. Campbell, B. N. S. '97.

I am in Amesbury, Mass., in charge of the ninth grade. It was organized for the first time last fall, and now consists of forty-two pupils. As this is the only such grade in the town, many of the pupils come long distances. For this reason my school is in the two-roomed Friend street building, and has only one session, which begins at eight o'clock and ends at one. Ross Vardon, 1900.

I am just entering upon my fourth year as Principal of the Canaan, N. H., High school. A. M. Eldridge.

I am principal's assistant at the Dunbar Street school, Abington.

Sarah E. McMenamen, '00.

Miss Abbey Kirmayer, three years, Section C., '00, has been teaching during the past year in Attleboro, Mass. At present she is very pleasantly situated as teacher of third grade in the new Richardson school.

Since September, 1900, I have been teaching Fifth and Sixth Grades in the Shirley school here at Winthrop. I am enjoying the work more and more each day. There are twelve Bridgewater graduates in the schools here, so we form quite a colony, and as is perfectly natural, a strong Bridgewater spirit pervades the school. I can testify to the truth of Mr. Boyden's statement when he tells the students that they haven't begun to know what work is. A conscientious teacher is never idle; and an inexperienced teacher often has so much work before her that she doesn't know which way to turn. The Alma Mater is still very dear to me, as it is to other members of the graduate body, and I wish her success in every way. Susan E. Thompson, '00.

I have been teaching this year in the Whelden school, Acushnet, and am enjoying my work very much. Annie F. Harden, '00.

Nine miles from Plymouth, Sandwich and Wareham each, is a little village connected with these towns by neither railroad, nor telephone, nor even telegraph. Surrounded by woods, and out of sight of houses, stands the school-house (such a one as Whittier describes in his poem, "School Days") in which I strive daily to teach the children of the village. We have a post office, and mail comes three times a week. Sarah H. Paty, '99.

Raymond, Massachusetts.

I am pleasantly situated in the third grade of the Kingman school, in Brockton. My sister, May Wentworth of the class of '98, is also teaching in Brockton in the Keith school, fourth grade. Myra Wentworth, '00.

My work began in September as assistant in grades 7 and 8, at Abington. Though not teaching at present, on account of ill health, my sympathies are with the school at Bridgewater, where I was so carefully trained, and I expect to take my place again among the bands of workers soon. M. L. Reed, '00.

Primary school, Grades I, II and III, Longmeadow, Mass.

Alice M. Bowman, '98.

I am teaching in North Rutland, Mass. There are six grades in the school, and thirty-four children enrolled.

Grace E. Damon, '00.

Bridgewater Normal Association.

Forty-seventh Convention.

THE forty-seventh convention held its meeting at Bridgewater, June 16, 1900. The usual details of business were carried through, and the nominating committee made its report. In the election that followed, the officers chosen were:—

President, MISS SARAH L. ARNOLD.

Vice-Presidents, JOHN I. RACKLIFFE, F. F. COURTNEY.

O. M. FARNHAM, MRS. FAIRBANKS, MISS HARRIET HAYWARD.

Treasurer, C. P. SINNOTT.

Secretary, MISS L. E. MERRITT.

Prayer was offered by Rev. Mr. Reed of Hanson. The speaker of the day, Rev. Dr. McKenzie, was then introduced, who gave an address on "Practical Vision." His remarks were most inspiring, being particularly adapted to teachers. The trend of his thought was an appeal for practical dreamers, an encouragement to unite the invisible and inaudible with the realistic. In other words, he argued for a grasp of the eternal and a belief in truths as they come.

After the address, the dinner procession was formed under the marshalship of Mr. Meserve. The banquet was held at the town hall, where, after the feast was over, addresses were made by Rev. Dr. McKenzie, Prin. A. G. Boyden, Mr. Metcalf, Dr. Wright, Mr. Cornius, Mr. W. C. Boyden, Miss Leonard, Dr. Fisher and Dr. Prince.

The meeting closed with the singing of "Auld Lang Syne," after which the convention adjourned to the South Field, where the undergraduates defeated the Alumni team in base ball by a score of 12 to 1.

Graduation, 1900.

ON JUNE 26th the annual commencement exercises of Normal took place before the customary large number of visitors. A class of one hundred twenty-five graduated, divided according to courses, as follows: four-years', 8; three-years', 14; two-years', 70; kindergarten, 1; special courses, 32. After much practicing, the rendering of two songs by the school proved very satisfactory. "Gipsey Life" was given first—a selection that was full of life and movement. This was followed by "Daybreak," a piece that had a more deliberate motif. The contrast thus formed, and the variety given, was particularly pleasing.

The address was given by Rev. E. C. Bolles, D.D., of Melrose. He gave a few words of advice, offered suggestions, and in general tried to give the proverbial encouragement to the graduates. His address was full of thought and wisdom, lifting his audience up to a realization of the full responsibilities of life.

Principal A. G. Boyden followed with the customary remarks to the graduating class, who listened regretfully, almost, because it was to be the last time.

Presentation of gifts by the two-year and the four-year and special classes were then made. The former presented two busts—one of Scott and one of Longfellow; while a colored picture, the "Garden of Hesperides," was the donation of the two latter. Mr. Boyden thanked both classes in behalf of the school.

After the long list of diplomas and certificates had been given out, the exercises closed with a singing of the doxology.

After the exercises, the graduates with their friends repaired to Normal Hall, where the usual commencement dinner was served. On the other hand, the neglected "undergrads" had to go to the basement in order to secure a meal, unless they were remarkably patient.

In the evening, the Senior "Prom." took place, preceded by a reception. Assembly Hall was fitted up for the occasion, as usual, and a pleasant time occurred. A large crowd was present from Bridgewater and other places. An attempt was made to introduce dancing this year, but owing to the adverse decision of Mr. Boyden, it had to be abandoned. While the school individually differed in opinion, yet collectively the sentiment seemed to be in favor.

Thus does another class leave the protection of its Alma Mater, to go forth into the broader fields of life. Each year sees a crowd of graduates enter the teaching profession—some for long service, some for short, but all eager and anxious concerning the future. In such manner, 1900 bids adieu, leaving its insignia of office to its successor, '01.

Vignettes of Normal.

A West Wing Incident.

SATURDAY night was apt to be noisy through the West Wing, anyway; but this particular Saturday night was rather more so than usual. A spirit of unrest pervaded the whole quarter, a genius of discordant sound was omnipresent.

There seemed to be no especial reason for such a racket. No athletic triumph had to be celebrated, and no other stirring event had lately occurred to cause enthusiasm. Yet everyone seemed seized with a mad desire to create disturbance. The display of vocal gymnastics and muscular activity commenced about seven o'clock, reaching a climax, after an increasing gradation in intensity, at perhaps nine-thirty. Towards ten, there came a lull, as was courteous both to the sensibilities of the night watchman and to the regulations of the institution. Quiet reigned at last. Quiet, did I say? Well, hardly that. It was more of a subdued undercurrent that went floating through the wing as the ominous night watchman made his rounds. "Lights out, please," was responded to somewhat reluctantly, and with a little dilatory action; but finally the nocturnal guardian felt satisfied and departed.

Eleven o'clock came, finding all well. Sleep had evidently taken hold of the West Wingers. Twelve o'clock arrived. A dead silence existed. The awful sublimity of darkness and absolute rest would have seemed oppressive to one who was awake to appreciate it. Outside the big arc light in the quadrangle flickered and spluttered; no breeze was abroad to excite movement; no animal awake to show activity; dead, absolute, impressive silence ruled supreme.

Suddenly there came a deafening crash, followed by a long reverberating roar. It seemed as if an explosion of some sort had aroused sleeping elements to activity. The night watchman, dozing quietly in his office chair, sprang into renewed life, jumped from his seat, and with due haste proceeded to the scene of disorder, which was rightly judged to be the West Wing. Lying at the foot of the staircase leading to the third story, were several base ball bats. These innocent looking instruments, by circumstantial evidence, appeared guilty of a breach of order. Yet base ball bats in themselves are harmless. The kinetic energy which produced their activity was not apparently present. Was there no cause for the incident? The hall was perfectly quiet. No burning light guided evidence; no whispered conversation to foretell guilt; no sound, no movement to give a clue. Silence as of the grave dominated all. It was as if a bolt from heaven had descended, carrying human destruction and annihilation with it, but leaving no trace of cause or reason for the action. There they lay—base ball bats—"and none so poor to do them reverence." Accused of crime, these poor, dumb things, unable to defend or implicate, were seized, collared and incarcerated, and later burned at the stake—or, rather, in a fiery furnace—

where, unfortunately, they did not escape as did the Bible heroes who passed through a like experience.

Thus, dear reader, ends the history of some base ball bats. The truth has never yet been told, I fear. Who knows what tales those sticks of wood might have told if articulate speech had been permitted them. Engaged in an action veiled in mystery and secrecy, they, poor innocent tools of more cunning intellects, like Blennerhassett of old, gave up life, liberty and happiness to the cause.

N. L.

Chapter from the Chronicles of the Normal School.

NOW it came to pass in the forty-first year of the reign of Albert the Just, in the eleventh month, and the tenth day of that month, that the hosts of the Normal School went forth to meet the adversary upon the plain of South Field; but the army of the adversary came not up against them, and they knew not what to do.

Now it happened in this wise: that the forces of the Bridgewater High School moved also to battle, and they had come even unto the place called Whitman. And lo, they found the place empty—yea, it was desolate and void.

Then said one: "Be of good cheer, behold, I will arrange it."

So he sent messages unto the Normals, saying: "Will ye that we come up against you, that we may try our skill upon the field?"

And he of the Normals answered and said, "Even so, come."

And it was done.

So it came to pass that all the mighty men of the Normal School assembled themselves together, even to the place called the West Wing came they, and girded on their armor and were numbered there. And when the sun stood high in the firmament they went out to do battle with the High School.

But the Fates troubled the ranks of the Normals that they prevailed not in the conflict, yea, they prevailed not, and fled before the army of the High School. And the High School wrought valiantly, and pursued them even unto the going down of the sun.

So when even had come they returned each to his own place; and the Normals were sad, but the High School waxed exceeding joyful, so that they sang a new song, saying:

Sing aloud all ye people, clap your hands all ye townsmen,
Cry aloud with gladness and blow upon the horn with vigor,
For we have put to flight the Normals, yea, we have put down the mighty.
At our feet they are humbled, lo, they bow before us to do homage,
For we have conquered them in battle, we have made them yield their foot ball.
Sing all ye people, clap your hands all ye townsmen,
For this day we have accomplished things mighty and powerful,
And the fame thereof shall be to all nations.

Now all this came to pass at the time of the great feast of the Brotherhood of the Normals, and as the princes of the realm sat at meat, behold, a great

tumult arose within the walls of the city, and a sound as of many trumpets shook the air.

Then the Lord of the feast saith to him who sat on his right hand : "What meaneth this tumult, and why disturb they us?"

And he who sat next at meat answered and said : "Behold, the hosts of the High School, with dancing and with mirth, for they do celebrate their victory. Yea, with their merriment they compass about us. About their necks they have hung drums, and in their hands they bear lamps, bright lamps filled with oil of great value. The King's armor bearer, also, is there, who, moreover, beareth a strange standard inscribed with the score. And the congregation of the town folk with the great policeman come with them, playing upon divers instruments, and singing with an exceeding great voice."

Then said one who sat at the feast, "Men of Normal, great men and true, gird yourselves and let us go forth and slay the Philistines ; yea, let us smite them hip and thigh. Let us beat their drums into kindling wood, and rend their torches to make ornaments for our dwellings."

And they went forth and did even so. With these, also, went Nathaniel, the Dauntless, who, when he had come, stood and looked upon the great policeman.

Then the policeman saith unto him, "Behold, I am here, even I who am a magistrate in this city."

Unto him answered Nathaniel, "Truly, thou sayest sooth, for thou art a policeman, but so, also, am I, and I have waited, lo, these many days that I might find cause against thee to imprison thee. And now, even now, I have thee. So my heart rejoiceth, for is not one time as another for this thing?"

And when he had said, he put forth his hand and took the policeman, yea, even by the collar took he him and cast him into a ditch by the wayside.

Then, when the men of the Normal School saw this thing, and how it was done, they were glad, and set themselves with new strength upon the enemy so that the enemy fled, verily, they fled to the very gates of the city.

And the names of those who did this thing, are they not written in the book of the catalogue of the Normal school? And the torches, are they not seen unto this day in the abodes of the West Wing?

One thing only was not accomplished, for the enemy carried away the great drum. And this is a cause of great sorrow to the Normals even to this day.

Then they too sang a song of triumph, saying :

How are the mighty fallen! how are the workers of mischief put to shame!
They came up against us with singing, with the sound of instruments came they unto us.

They have said in their hearts, "Go to, we have conquered these in battle, Let us taunt them that they sorrow, let us make them heavy with distress." But the power of the Normals has prevailed, yea, verily they have accomplished. The shield of the mighty is wholly cast down, even the torch of the unfriendly hath perished.

Rejoice all ye students, sing loud all ye maidens,
For we, the men of Normal, have this day done mighty works in the sight of all
Bridgewater.

And the fame of that night remains even unto this day.

Now these things be true, for did not I, even I, see them with mine own eyes, and have written them even as I saw them, that the hearts of all Normals might leap for joy, and also sing when they read how the men of their tribe took for themselves vengeance.

E. A. H.

"Normal Life." A Review.

"We spend our days as a tale that is told."

NORMAL LIFE" is the greatest work ever conceived of. There is in it finely balanced portions of humor, wit and tragedy, with the most appealing pathos underlying it all. It is rather difficult to classify the tale. The introduction gives the impression that it is either idealistic or romantic, but a few chapters reveals that it is realistic, almost painfully so. Moreover, there is an atmosphere of the classical pervading the whole, so that the book belongs not to one school alone but savors of them all. This gives a pleasing variety in style at least.

The story is a description of a struggle of a company of people for mental success, now one member of the company becoming prominent and now another. The various joys and sorrows of these people with their successes and failures, and the hard lessons they have to learn, make up a tale, tiresome perhaps in parts, but as a whole fascinating and interesting. The results of the struggle are withheld for the most part until the end, when there is a grand finale and a definite statement of the outcome.

For such a story the setting is admirable. All the action of "Normal Life" stands out from a background of strict rules and steady grind. This produces throughout an atmosphere of dull gray which here and there especially near the middle and at the end of the book, deepens into the blackest apprehensions of failure. This sober coloring strengthens the tragic and pathetic scenes, and brings out more clearly, by the contrast, the touches of brightness and bits of color.

The theme, as one would expect from the character of the story is, "if at first you don't succeed, try, try, again," with the supplementary statement, if you do not try yourself, you'll be made to try.

There are touches of wit and humor all through the book, but certain chapters are filled almost to overflowing. Chapter eleven is especially amusing. There the author in an entertaining way shows some of the interesting results of overdue speculation in shares of Latin reproduction, and the ludicrous side of pretended knowledge. For wit, dry and caustic, chapter twenty-nine far excels anything ever written or attempted. In that chapter every known weakness and foible of human nature is severely ridiculed, and those not already recog-

nized are brought to light to receive their share. But underneath this sarcasm is a whole world of kindly feeling. Chapter twenty-three is another bit of brightness which relieves the sombre colouring of the story. There, the reader learns the funny side of forever nibbling at the same kind of pudding. There are also several laughable incidents in that chapter, arising from such apparently insignificant things as the slip of the tongue, or the wrong intonation or emphasis of a sentence. Some parts of the book, such as chapter two, and portions of fifteen have a vein of the most wholesome and genuine fun.

This light strain is absolutely necessary to balance the heavy parts of the story. A person could hardly endure to read the book, if the intense feelings called into play by the high tragedy in chapter twenty-one and the first part of chapter fifteen were not relieved by something a little less horrible. Chapter twenty-four is an excellent example of tragedy artistically treated. Throughout the chapter, the strongly felt flaming and fiery atmosphere brightens the effect wonderfully.

The sub stratum of pathos here and there crops out boldly. What can be more pathetic than a "flunk" as it is pictured in "Normal Life"? or the tearful struggles of the victim caught in the bewildering meshes of minor logic? or the state of mind of one earnestly seeking the wise distinctions in meaning between "verbatim" and "word for word." Such scenes are very frequent in the tale. Loss of appetite and pinings for home always appeal to the sympathies. "Normal Life" is replete with such incidents. To read of the sufferings from the stern relentlessness of fate and from the inflexibility of the laws under which these people live is almost heart-rending. But perhaps the climax of pathos is reached when the author pictures so vividly the disastrous effects on mind and body of trying to accomplish in fifteen minutes what ought to be done in three hours. Truly, *pathos* is the predominating feature of "Normal Life."

Yet, there are in the book certain passages which are all that is calm, soul-satisfying and restful. Chapter twenty-two is the very embodiment of all those qualities and chapter two and parts of fifteen have them to a great extent.

Although the tale deals almost wholly with the struggles of this company, it gives here and there glimpses of their social life. These glimpses are bright and cheering in the extreme, yet entirely in keeping with the general tone and purpose of the story. Every one of their social gatherings shows one characteristic. They are all truly social.

With all the humor, wit, tragedy and pathos, "Normal Life" has a definite purpose. It would be difficult to find any portion of the tale which does not express some moral truth. Chapters seventeen and eighteen, however, manifest this characteristic more than others. But for the real ethical value of the work, chapter eighteen is very suggestive. There almost every line bears a "relation to life." The whole book emphasizes strongly the value of three things; the obtaining of adequate ideas, right living, and more than all else, the value of a Spartan-like endurance of the most heroic treatment.

B. E. W.



MR. SPAULDING
MISS ROBERTS
MISS DARAH
MR. CUSHING

MISS WILBER
MR. SINNOTT
MR. BOYDEN

MISS WOY
MR. LEONARD
MISS HORTON

MR. SMITH
MISS BOYDEN

Photo by King.

Normal Club.



PROF. A. C. BOYDEN,	.	.	President
EDNA M. ROBERTS,	.	.	Vice-President
FRANCES G. HORTON,	.	.	Secretary
WILLIAM E. SMITH,	.	.	Treasurer
GEORGE L. SPAULDING,	.	.	Auditor

COMMITTEES.

LITERARY.

C. P. Sinnott, Chairman. Ethel Boyden, Chairman.
Edna M. Roberts. Mabel Darrah.
William E. Smith. Sumner W. Cushing.

MUSICAL.

Nahum Leonard, Chairman.
Charlotte L. Wilber. Nancy E. Woy.

SOCIAL.

THE Normal Club started its present year with a good membership. The three committees which had been appointed have done most praiseworthy and efficient work. The aim of the Club has never been to make money, but to furnish the best entertainment for a very moderate price. All the committees have kept this in mind, and the result has been an unusually successful year.

The report of the secretary on the entertainments is as follows:

SEPTEMBER 28, 1900. The opening gun was fired on the night of September 28, 1900, when a reception was given to the new officers of the Club in Reception Hall. After the formalities, the evening was spent socially. Refreshments were served during the evening. A large number were present, and it was evident that interest in the Normal Club had not flagged. This evening was under the auspices of the social committee.

OCTOBER 12, 1900. The first entertainment of the season was given in Assembly Hall on the above date by Miss S. Rachel Wade, contralto; Miss Lena W. Lothrop, reader; Mr. Gordon R. Thayer, pianist; and Mr. Frank S. Morton, violinist.

Miss Wade has become a favorite here, and was at her best. Miss Lothrop gave some delightful character sketches. Mr. Thayer and Mr. Morton both entertained delightfully.

We are indebted to the musical committee for this most enjoyable evening.

NOVEMBER 9, 1900. A delightful program was given by the Gerrish Quartette assisted by Misses Leahy and Benson, and Messrs. Curran and Leonard of the school as readers.

The quartette rendered several beautiful selections. Miss Leahy and Mr. Curran gave readings in their usual pleasing manner, and the "Courtship of Henry V," from Shakespeare was finely portrayed by Misses Benson and Leahy and Mr. Leonard.

This entertainment we owed to the musical committee.

NOVEMBER 23, 1900. Miss Fisher entertained the Club with a stereoptican lecture on her recent trip abroad. She told of her visit to the Paris exposition, and then charmed her listeners with touches from the Passion Play.

We were helped to see and feel these things as Miss Fisher herself sees them, and the Club owes her a debt of gratitude.

DECEMBER 7, 1900. A pleasant social in the Reception Room was given. Partial covers of magazines were on exhibition, with the name of the magazine carefully cut out. Guessing the magazines proved very interesting. The usual refreshments were served. A pleasant time was enjoyed by all present.

JANUARY 4, 1901. Under the auspices of the literary committee, Mrs. Kate Tryon gave a very interesting bird talk in Assembly Hall.

She presented paintings and drawings, and imitated very naturally the songs and calls of various calls of various birds. For some reason, few of the students were there; but those present, together with a number of townspeople, certainly were repaid for going.

JANUARY 18, 1901. This was the evening of a most enjoyable entertainment. The artists were from Brockton, and were Mrs. R. R. Littlefield, soprano; Miss Edith L. Poole, contralto; Mr. W. B. Mason, tenor; Mr. George W. Sprague, bass; and Mrs. E. P. Blake, pianist. The chief feature of the program was the "Cycle of Song," "In a Persian Garden," which gave a chance for a fine display of the voices. For this delightful treat we are indebted to the musical committee.

FEBRUARY 1, 1901. The Social Committee provided a novelty that went by the name of "Dictionary Girls." Several of the young ladies took part and after being introduced by Mr. Leonard, they mingled with the Club while their names were guessed from knowing their characteristics. Refreshments were served and the evening passed very quickly. A large number were present.

FEBRUARY 15, 1901. Under the auspices of the Literary Committee, the Club was delightfully entertained by Miss Joyce of Brookline, assisted by Miss Prince of the Faculty. Miss Joyce is a reader of no small ability and the audience were held entranced. Miss Prince's voice was heard to exceptional advantage, and several encores were demanded. The Literary Committee deserves a vote of thanks for their fine entertainment.

MARCH 8, 1901. Mr. Henry T. Bailey of North Scituate gave an illustrated lecture, the title being, "A More Beautiful Town." His stereopticon views were exceptionally fine. The plan of presentation was by contrast, showing the beautiful intermingled with the ugly. To any one who was present, these lines will be familiar, "Oh, we might learn something from Germany!" All who were there must have agreed, for the views from Germany were very beautiful.

A large audience was present. The proceeds from this entertainment went toward the support of the baseball team.

APRIL 12, 1901. The Club was entertained by the Alpena Ladies' Trio, Miss Agnes B. Trowbridge, violinist; Miss Louise E. Trowbridge, pianist; Miss Sarah E. Ames, 'cellist. These artists held their audience entranced while they played selections from Chopin, Grieg, Schubert and other great masters. The pianist was exceptionally fine. Under the auspices of the Musical Committee.

MAY 3, 1901. Under the auspices of the Social Committee, a charming social was given in the Reception room. The chief feature was conversation cards, arranged like dance orders, persons choosing partners for discussing different subjects. The mystery in regard to the Conundrum Supper created much enjoyment.



Photo by King.

MAY 10, 1901. The last public entertainment was a climax to the season's efforts. In the "District School" and the "B. N. S. Faculty Meeting," the Specials certainly raised themselves to exalted prominence, proving the hit of

the year. To those present, words are now unnecessary, while to those unfortunate who were absent, we will say that it is better imagined than described. Suffice it to say, that the resemblances to our actual instructors were so close that the audience was kept in an uproar most of the time. No mercy was shown in the jokes, but the very excellence of them was a sufficient guarantee for their proper hilarious reception. The cast of the "Faculty" deserves record, for each participant showed what a close observation had been made of individual peculiarities. The proceeds were given to the OFFERING.

Mr. A. G. Boyden,	Miss Hill.	Mr. A. C. Boyden,	Miss Smith.
Mr. Kirmayer,	Miss Story.	Mr. Jackson,	Miss Meserve.
Mr. Sinnott,	Miss Rockwell.	Mr. Shaw,	Miss Jennings.
Mr. Gurney,	Miss Temple.	Miss Prince,	Miss Batson.
Miss Comstock,	Miss Seaver.	Miss Perry,	Miss Goodell.
Miss Fisher,	Miss Blish.	Miss Barnes,	Miss Bennett.
Miss Merritt,	Miss Bell.	Miss Hicks,	Miss Sawyer.
	Miss Horne,	Miss Cooke.	

JUNE 14, 1901. The annual meeting of the Club took place on the evening of the above date. A report from the nominating committee was submitted, after which the election of officers was carried through, and other necessary business transacted.

The remainder of the evening was in the hands of the Social committee, an attractive program being provided. Strawberry sherbet and fancy wafers were served as refreshments.

The Club has now completed its third year of existence. There seems to be no diminution of its vigor, no lack of interest in its members. In the endeavor to assist the various organizations of the school, and to provide good, wholesome entertainment for both students and townspeople, the Club has labored hard. With what success these labors have been rewarded, the friends and supporters of the Club may themselves determine.

Tuesday Evenings.

LAST year, through the kindness of some of the teachers, a series of entertainments of various natures were given in the Reception Room every Tuesday evening, immediately after tea. They proved such a success last year, that it was decided to continue them this year during the winter months. The following is a brief outline of what took place on the different evenings.

OCTOBER 2, 1900. The entertainments began by a reading of Mr. Dooley by Mr. Bixby.

OCTOBER 9, 1900. Miss Horne entertained us by reading a very amusing story about Christian Science.

OCTOBER 16, 1900. Mr. Leonard gave several short selections which aroused a great deal of laughter in the audience.

OCTOBER 23, 1900. We had a very delightful as well as instructive lecture on Turkey and Armenia, by Mr. Matossian, who was attired in a Turkish robe, and spoke to us in that language.

OCTOBER 30, 1900. A very helpful and interesting talk on "The books to read and have in one's library," was given by Miss Comstock.

NOVEMBER 6, 1900. This evening was devoted entirely to music. Miss Prince and Miss Burnell sang several selections, and Miss Boyden played the piano.

NOVEMBER 13, 1900. Mr. Bragdon, of the Eagle Cotton Gin Co., very carefully described the manufacture of cotton gins, and how a gin is worked. Pamphlets containing diagrams were distributed, and a cotton gin model was placed in the room for inspection. It was a very interesting and instructive talk.

NOVEMBER 20, 1900. Mr. Porter gave a very interesting lecture on England.

DECEMBER 4, 1900. Mr. Bixby read some interesting selections, and these were followed by selections from the "Eugene Field Primer," by Robbie Merritt.

DECEMBER 11 AND 18, 1900. These being the two weeks preceding Christmas, Miss Sarah Turner read a very interesting Christmas story.

JANUARY 1, 1901. Beginning the New Year, Miss Perry displayed several pictures of the Madonnas, from the very earliest productions, and gave a talk on appreciation of the oldest masters.

JANUARY 8, 1901. This evening we were very fortunate in having with us Miss Adeline Joyce, of Brookline, Mass. She gave several very amusing monologues which were received with enthusiasm.

JANUARY 15, 1901. Mr. A. C. Boyden gave a talk on the "Primitive Customs of Jamaica," and brought out the gradual development of the people. He read some interesting clippings from the sayings of the people.

JANUARY 22, 1901. Mr. Leonard entertained us with a humorous retrospection of Normal life as he had seen it. Miss Boyden gave a piano selection preceding Mr. Leonard's performance.

JANUARY 29, 1901. Mr. Pellissier gave a very clear account of the French play, "L'Aiglon," and roused in us an interest in French plays which we lacked before.

FEBRUARY 5, 1901. This evening we spent a half-hour with Schubert. Miss Harris gave a very interesting account of his life, and Miss Prince sang some very pleasing selections of the composer.

FEBRUARY 12, 1901. Mrs. Amy Pratt gave an account of Egypt and the Holy Land as she had seen it. She described many places of interest, and exhibited several choice articles she had brought home.

FEBRUARY 26, 1901. "Innsbrook" was the subject, and it was very carefully treated by Miss Revere, who described it from her own experience there.

MARCH 6, 1901. This evening was well spent in listening to character sketches by Dr. A. Copeland.

MARCH 12, 1901. Miss Eaton gave a vivid talk on the missions in India and aroused a great deal of sympathy in the students.

MARCH 19, 1901. Perhaps the climax of the entertainments was reached by the Specials, who very successfully represented a district school. The teaching exercises were conducted in true Normal fashion, hence very successfully. The costume effects showed much preparation, while the skill and ingenuity of the actors in juvenile impersonation was vigorously applauded.

Other Entertainments.

Kappa Delta Phi.

THE "Frat." started the entertainment season on October 20 by a public initiation of new members. This performance was a howling success. The grave severity with which everything was carried out added much to the merriment. To those who know Mr. Cushing, the sight of that gentleman as a washerwoman was a revelation; while Mr. Cook's ability as an ironer was a

complete surprise to many of his friends Mr. Sinnott gave a wonderful exhibition of masculine skill in darning stockings. As for Mr. Edwards, his presentation exercise on "Mary had a little lamb," showed true Normal spirit. Mr. Howes, by reason of physical infirmities at the time, was excused from his prepared ordeal, giving one of his musical gems instead. Mr. Savary closed the evening by an illustrated lecture on "Normal Life" as he experienced it. As might be expected, Pemberton gave us something rich. The hand of comradeship was given each member at the close of each ordeal.

Hallowe'en.

RATHER more was made of this festival than previously. Some of the tables in the Dining Hall held festivities of their own concoction; while the tendency to lose complete control of one's self, was shown later in the evening. Fun must have its place; but perhaps the limit was overstepped in this instance. At least, all unfortunate results that may have occurred at that time are certainly regretted now.

Christmas Celebration.

IF Normal has ever enjoyed a better Christmas Festival than that of 1900, the annals do not show it, neither does tradition maintain such. Mr. Heald as marshall, proved the Napoleon of decoration, giving us a prettier effect than ever before. The idea of relation and coherence was brought out in such a way that each table in the hall seemed to have a definite connection with the whole. The usual fun and frolic took place, which extended through the entire evening, practically, with the usual result of complete ignorance in recitations the next day.

Saint Valentine's.

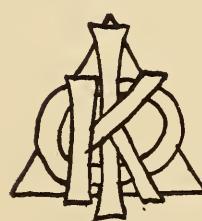
SOME recognition of this occasion was made by the school. In the Halls, Miss Hicks' table held a somewhat elaborate celebration; while some of the other tables also contributed a share of merriment.

Other Holidays.

WASHINGTON'S Birthday and Patriot's Day saw such an exodus homeward and visiting, that no attempt was made at any general observance. Memorial Day, of course, came at a time when outdoor attractions held full sway. The observance of individual birthdays seems to be gaining force in Normal. Every now and then the appearance of candles, ice cream, white dresses, etcetera, at supper time, has indicated that someone was a year older. If this custom becomes universal, chicken and ice cream may in the future be the regulation Normal supper.



Kappa Delta Phi.

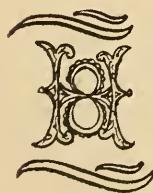


THIS fraternity, which was started last year, is in a flourishing condition. Being essentially a mystic brotherhood, the inner workings of the organization cannot be revealed; but suffice it to say that the society has a deep and worthy purpose, quite beyond mere fun and frolic. The lighter side that of necessity must exist, is, of course, the only one known to the public: but there is something beneath it all that makes the organization of some merit.

During the year the usual series of banquets and secret conclaves have been held; while at the beginning of the school year a public initiation of members was given. This proved very successful and entertaining. The officers are

J. A. CUSHMAN, '01,	President
Wm. R. KRAMER, Alumni,	1st Vice-President
E. L. CURRAN, '01,	2nd Vice-President
C. BENSON, '01,	3d Vice-President
H. GAMMONS, '01,	Secretary
N. LEONARD, '02,	Treasurer
N. LEONARD, Chairman; H. GAMMONS; W. E. SMITH,	Executive Council

The Hungry Eight.



THE Hungry Eight! Yes, we think the title itself will make you look a second time. The twentieth century has dawned with an organization which completely casts the old epicurian philosophers in the shade. The title is entirely suggestive, and gives a comprehensive idea of the organization. Although many attempts have been made by curiosity seekers to gain admittance to the sanctus sanc-torum, the members, who are charged with an iron-clad Star Chamber secrecy, have proved true to their trust.

The first year's existence has been one of great success. Each one has done his whole duty wherever occasion demanded. The commissary sergeant has endeavored to collect all dues in advance, in order that the best supplies might be obtained at the lowest rates.

We shall endeavor to increase the usefulness of the club in the coming year, now that we have a glimpse of its possibilities; but whatever changes may take place by the installation of the new set of officers, the watchword will ever be, "eat, drink and be merry," for tomorrow we flunk. COM. SERGT.

Harmonic Legion.

THIS is a musical society having as members the following distinguished Normalites :—

Officers :—

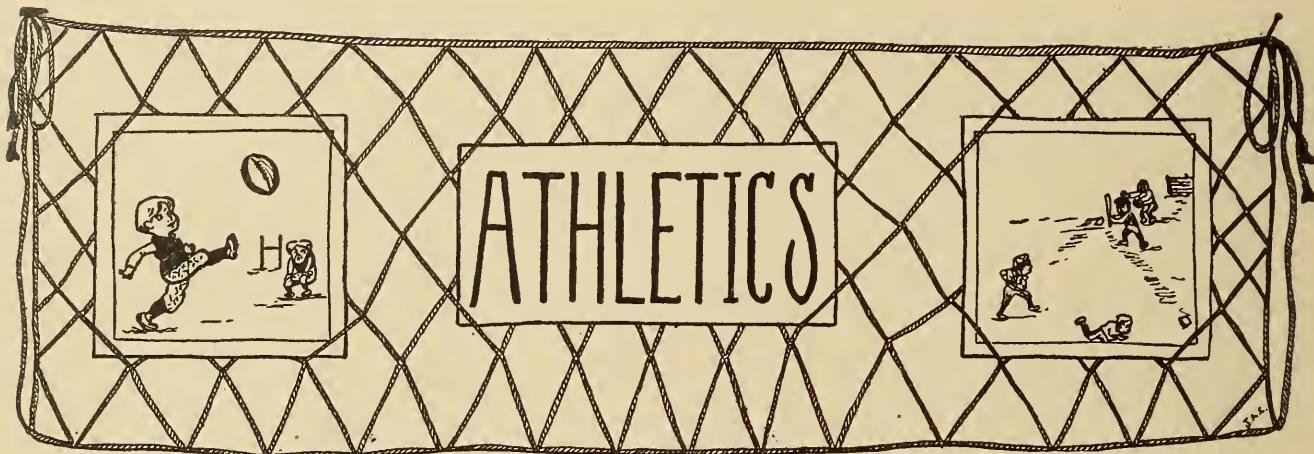
SID,	.	.	.	.	.	.	Everlasting Executive.
M. SMITH,	.	.	.	.	.	.	Secret Secretary.
JOHN HERBERT HENRY,	.	.	.	.	.	.	Troublesome Treasurer.
BOBBIE,	.	.	.	.	.	.	Whistling Whirlwind.
DIONISIO,	.	.	.	.	.	.	Mandolin Magistrate.
BILLY HOWES,	.	.	.	.	.	.	"Going to Australia."

Rank and File :—

HUBBY,	.	.	.	.	.	.	Cake-walk Candidate.
WILLIAM RUFUS, UNCLE NA,	.	.	.	.	.	.	Occasional Orang-outangs.
FRANKIE PAT, CAMPOSINO, COOKIE, HAPPY,	.	.	.	.	.	.	Pleasing Perpetrators.
J. W., ANSON H.,	.	.	.	.	.	.	Innocent Imps.
Cy, BABY, JAMES, WILLIE GOULD,	.	.	.	.	.	.	Amiable Aborigines.
FOREST HILLS, OLD HORSE,	.	.	.	.	.	.	Winsome Waifs.
ARTHUR ASHTON, LEONARD OSCAR,	.	.	.	.	.	.	Stately Saints.

This mob is located in a portion of this mundane sphere known as West Wing. The object of the organization is to make life miserable for the world in general, and one another in particular.

There are a few other notable societies in existence, as the illustration at the head of this article shows. Modesty on their part is probably responsible for the lack of further comment.



Athletic Association.

WILLIAM E. SMITH, '02,	President
EDWARD L. CURRAN, '01,	1st Vice-President
WILLIAM G. VINAL, '03,	2d Vice-President and Secretary
WILLIAM D. JACKSON, Faculty,	Treasurer
WILLIAM G. HOWES, '02,	Auditor

UNDER the auspices and management of the Athletic Association, teams in football and baseball have been supported this year. The football season, while not particularly brilliant, was yet a great improvement over the previous year. In the endeavor to develop a bright prospect for the future, success was certainly scored, so that the fall of 1901 is sure to bring forth better results. Normal showed up in encouraging manner in most of the games; the only real disaster being the second game with High School. In this game, a team patched up with substitutes and positions shifted, deserves credit for not worse fortune, when the strength and dash of the High school eleven is taken into account.

The baseball season brought out about eighteen candidates, a most encouraging condition. After a somewhat unsatisfactory start, a gradual improvement was made during the season. This resulted in a strong aggregation being developed as the campaign reached its height. The majority of games were hotly contested and well played.



Photo by King.

CARROLL, rt WILSON, sub VINAL, lt CUSHMAN, fb (Mgr) HEALD (Coach)
WALTER, lg HAPGOOD, le BENSON, rhb (Capt) NICKERSON, fb
PITTS, lh_b HANDY, le EDWARDS, c ROSSOE, rg

Football.

AT the beginning of the school year the prospects for a foot-ball team to represent Normal were very poor. But a few admirers of the sport got together and discussed the situation, deciding to find the number of available candidates. After a thorough canvass of the school, a meeting of the N. A. A. was called and it was decided to put a team into the field. At the same meeting, Mr. Cushman was elected manager, and Mr. Edwards assistant manager.

The men who had played the year before then met and re-elected Mr. Benson captain.

After electing a captain the next thing to be done was to procure a proper coach. Among our number was found one who had had considerable experience in the game—Mr. Heald—who although unable to play in the game at all, kindly gave his services as coach.

At the call of Captain Benson, seventeen men responded and signified their intention of trying for positions on the team.

Our plans materialized so slowly that it was quite late in the season before we could get to work, so it was not until October that any game was attempted.

GAMES.

The first game was played with Brockton High school, October 6, and the team, although defeated, made a very encouraging showing. The Brockton heavy-weights of the year before had defeated our light team, 29—0; and this year's Normal team held the Brocktons to eleven points.

The next game was with the local High school, and as might be expected the score was 5—0. Fortunately the 5 belonged to Normal. Some good playing on both sides was done in this contest.

One week later we played the High school from Fall River, and were sorry that we could not have kept up the lead after once gaining it. The result was a tie, 6—6; and though not a defeat, was a great disappointment.

November 10, we were to have played Thayer Academy, but the manager of that team telephoned that he was unable to keep his part of the agreement.

After Thayer cancelled the game, one was arranged with the Bridgewater High school team. In this game we were compelled to put in a number of substitutes, and to change some of the men to different positions. Because of this change, we were defeated by the boys from the town. Score, 5—0.

Although defeated at this time, we got square with them later in the day.

The game with Dorchester, November 14, was cancelled because of the inability of the captain of that team to get his men to come.

The final game of the season was with Brockton, and was an excellent contest, and the most encouraging game of the season. Score, 6—0 in Brockton's favor.

SUMMARY.

Considering what we tried to gain, the season was successful. We wanted to put up and establish a record for hard clean playing, and to develop a nucleus of future effort. While the services of a graduate or two were occasionally employed, we played practically a strictly school team. Much credit is due Mr. Heald for the results obtained.

LINE-UP.

The personnel of the team, and line-up are as follows:—

J. A. CUSHMAN,	. . . . .	Manager.
A. W. HAPGOOD or A. B. HANDY,	. . . . .	Left end.
W. G. VINAL or C. P. SAVARY,	. . . . .	Left tackle.
C. W. WALTER,	. . . . .	Left guard.
W. F. C. EDWARDS,	. . . . .	Center.
L. H. ROSCOE,	. . . . .	Right guard.
M. D. CARROLL,	. . . . .	Right tackle.
C. F. MILLER,	. . . . .	Right end.
J. F. GOULD,	. . . . .	Quarter back.
L. PITTS, JR.,	. . . . .	Left half-back.
CAPT. BENSON or L. E. MACGLATHLIN,	. . . . .	Right half-back.
A. M. NICKERSON or J. A. CUSHMAN,	. . . . .	Full back.
L. D. COOK, H. F. WILSON, E. L. CURRAN,	. . . . .	Substitutes.

The prospects for next year are very bright, as only three or perhaps four, of the players leave the school.



Photo by King.

GAMMONS, 1b CURRAN, Mgr VINAL, Asst. Mgr
W. G. HOWES, 3b CARROLL, 2b CUSHMAN, c. (Capt.)
HANDY, Sub H. H. HOWES, rf MILLER, If
GARDNER, p GOULD, p

Baseball.

THE team for this season was handicapped somewhat to start with by the inclemency of the weather. This delayed and hindered the practice considerably, but, notwithstanding, the team rounded out in good shape. Constant improvement was made up to the end, the latter part of the season resulting in some brilliant victories for Normal. Poor batting was the crying defect at the beginning ; but a development into a hard hitting aggregation was gradually made. One troublesome feature of the campaign was the lack of a regular man for the box. While many of the team tried their hands at it, and with commendable success, yet the uncertainty before each game as to who would act gave no end of uneasiness.

Captain Cushman, in his old position behind the bat, did consistent work throughout. His base running and stick work were as strong as ever.

Arthur Gould was the nominal pitcher, and proved as effective as ever. His batting was hard and sure. Joseph Gould, Cushman, McDonnell and others, however, occupied the box at different times.

The candidates for first base were Walter and Gammons. The latter proved the better man, and made the team, moving from his old position in left field.

Carroll and W. G. Howes swapped positions of last year. The change was effective in improving the infield.

Joseph Gould played short stop when not elsewhere placed. He developed into such an all round man that his services were employed in various positions. Roscoe played the position when Gould did not, doing praiseworthy work.

In left field, we have been fortunate in having Miller, the star outfielder of the High school last year. He was one of the prettiest fielders, and the quickest recoverers on the team.

At center, McDonnell was a sure catch, while his stick work was strong.

Roscoe, H. Howes and Handy had a war of talent over right field garden, with honors very evenly divided. Eventually, Howes gained the position.

Handy and Walter acted the part of substitutes, deserving credit, but the former was given almost as much work as a regular.

In batting, the two Goulds, McDonnell, Carroll and Cushman led. As the season advanced, the Howes brothers and Roscoe improved wonderfully, as in fact did the entire team.

GAMES:—

APRIL 19. The season was opened by a game with Brown Independents. The visitors won, 5—2, mainly because of Normal's failure to successfully cope with Eaton's delivery.

APRIL 27. Ballou & Hobigand school won, 12—11. The contest was highly exciting, and was anybody's game up to the end. Normal showed improvement.

MAY 4. Normal was defeated by Burdette College, 13—9. One bad inning, in which Burdette piled up five runs, settled the game.

MAY 11. The annual contest with Tufts 2nd resulted in a win for B. N. S., 5—4. It was our first victory, and our best played game to date. McDonnell pitched a masterly game.

MAY 18. This game was with Friends' school of Providence. Played in a pouring rain, it was more of a swimming match than a ball game. After making a poor start, Normal managed to win out, 16—14.

MAY 25. Game cancelled because of rain.

MAY 30. Annual game at Rockland against Glee club was cancelled on account of wet grounds.

JUNE 1. A second game against Brown Independents resulted in a finely played contest. Normal did her best yet, winning 11—8. The contest was replete with sterling batting and some masterly bits of fielding on both sides.

The rest of the games occurred too late for publication.

SUMMARY.

April 19,	Normal, 2,	Brown Independent, 5.
April 27,	Normal, 11,	Ballou & Hobigand, 12.
May 4,	Normal, 9,	Burdette, 13.
May 11,	Normal, 5,	Tufts 2nd, 4.
May 18,	Normal, 16,	Friends' School, 14.
May 25,	Rain.	
May 30,	Wet grounds	
June 1,	Normal, 11,	Brown Independent, 8.
June 8,	Normal,	Friends' School,
June 15,	Normal,	Alumni.

TEAM.

EDWARD F. CURRAN, Manager.	JOSEPH F. GOULD, ss. and p.
WILLIAM G. VINAL, Asst. Manager.	WILLIAM G. HOWES, 3b.
JOSEPH A. CUSHMAN, c. (Captain).	HERBERT H. HOWES, rf.
ARTHUR L. GOULD, p. and c.	JOHN M. McDONNELL, cf.
HERMAN GAMMONS, 1b.	CHESTER F. MILLER, lf.
MICHAEL D. CARROLL, 2b.	LEANDER H. ROSCOE, ss and r f.
ANSON B. HANDY, CHARLES W. WALTER, Substitutes.	

Tennis Club.

JOSEPH A. CUSHMAN,	President
WILLIAM E. SMITH,	Vice-President
MAUD M. FREELOVE,	Treasurer

HE good old game of tennis continues to find favor in the sight of Normalites. As usual, the spring campaign brought out more enthusiasts than the fall season. In fact, the demand for courts became so pressing that a string of students making for the campus in the early dawn was the usual morning performance. Messrs. Smith and Cushing who were the successful competitors in the spring lottery for court marking, laid out originally eight courts, but were soon called upon to add two more. In the fall, Messrs. Cook and Sheahan had the job, laying out ten to begin with; but there was less need for that number than in the spring. The four men above mentioned deserve much credit for the satisfactory work they gave the club, and this in spite of trying rainstorms at the wrong time.

It is somewhat regretted that no tournament of any kind was held this school year. The one of last year, while not entirely satisfactory in all ways, was at the same time sufficiently successful to warrant a repetition. It is hoped that both ladies and gentlemen will unite next year in securing something of this nature. The interest and activity thus roused would be a move in the right direction, outside of whatever skill might be exhibited.

If one tournament could be held in the fall and another in the spring, much enthusiasm might be aroused.

The suggestion that back nets be provided meets with the objection that to supply all the courts would be rather expensive. To give a few courts the benefit would, of course, result in the "early bird catches the worm" method of procedure. If tournaments should be reinstated, these nets would become somewhat of a necessity. This matter certainly deserves careful attention, although it is by no means vital.

Basket Ball.

THE interest in Basket-ball which last year reached so high a pitch has not abated, and the coming of the tournament this year was held with rejoicing. The gymnasium became gay with emblems in honor of the contesting teams who were to enter upon the struggle for athletic supremacy.

The Seniors divided their ranks into two teams which took respectively the marshal titles of Cadets and Redmen, while all the Sections united under a blue and white banner. Four Junior teams were formed and the Specials organized, leaving no class in the school unrepresented.

After hard fought fields the Juniors proclaimed Team D, Onaways, their champion that should meet the victorious Senior team which went by the name of Cadets. After one of the most stirring games of the season the Senior team became the acknowledged champion.

A game upon which the gaze of all was centered was that between the Cadets and Redmen. None of those present but felt the intensity of interest as the two teams from which so much was expected faced each other. It was a strong game and both captains may well feel proud of their players.

During the entire season interest has never flagged, as might be proved by the cheering crowd which blocked the entrances and windows.

After the last game all the teams gathered in the gymnasium, gave their yells, and congratulated Captain Lowry on her success. Miss Barnes presented the cup and thanked all those who had helped to make the tournament a success, mentioning especially the referees and umpires, the undesirability of whose position few who have not occupied it can realize. A member of the committee presented to Captain Lowry for the team a bouquet of white roses tied with Cadet blue.

Basket-ball has certainly made its place in the school, and all look forward with much pleasure to next year when it is believed that the season will be even fuller of interest.

Monday, March 4,	Specials,	Seniors II,	16—4.
Tuesday, March 5,	Sections,	Senior I,	0—4.
Monday, March 11,	D. and A.,		16—4.
	B. and C.,		6—3.
Tuesday, March 12,	Senior I and Senior II,		14—8.
Monday, March 18,	D. and C.,		10—6.
	A. and B.,		6—4.
Tuesday, March 19.	Specials and Sections,		1—18.
Monday, April 8,	D. and B.		
	A. and C.		
Tuesday, April 9.	Specials and Senior I,		18—6.
Monday, April 15,	Senior I and E.,		10—6.
Tuesday, April 16,	Sections and Senior II,		14—6.
Tuesday, April 23,	E. and Senior II.		9—16.
Monday, April 29,	Special and E.,		2—20.
Monday, May 6,	Sections and E.,		7—13

Photo by Kline.



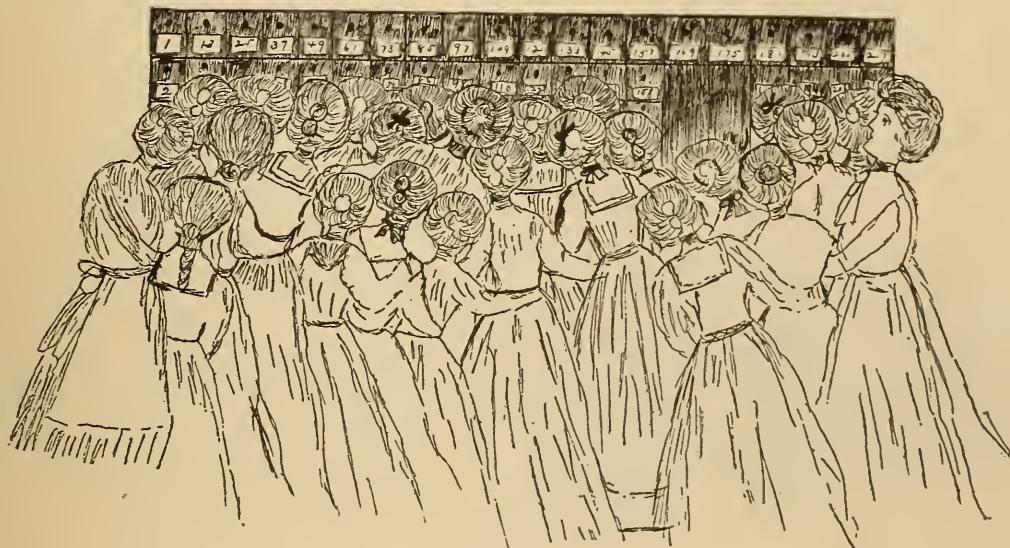
MISS WILSON MISS BARR MISS STANDISH
MISS HAWES MISS BARR MISS STANDISH
MISS BARR MISS LOWRY, (Capt.)
MISS VOGLER MISS STANDISH

MISS KNOWLTON MISS FOGARTY
MISS NIXON MISS LOWRY
MISS LANDERS MISS DUNBAR
MISS BOWKER

Specialties.

Historic Titbits.

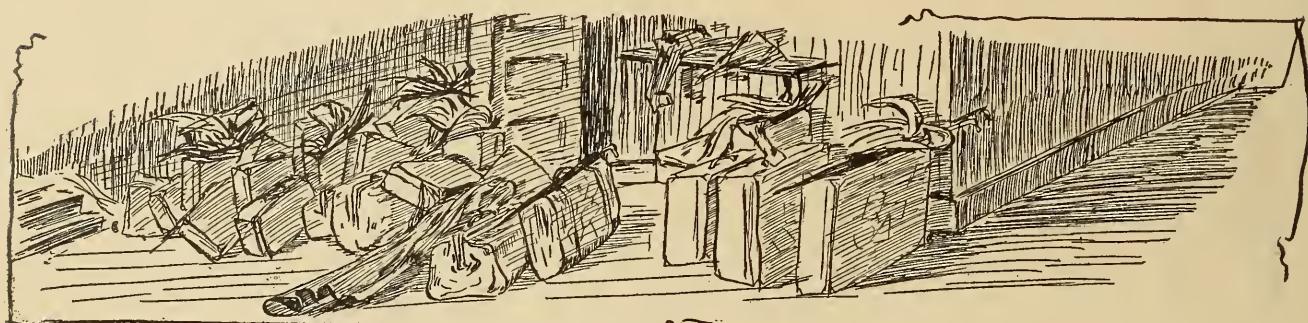
HASTEN ye lovers of Art. Forget not to takein the representation of mortal activity that is yours for the mere effort. Close harboring on to 9 o'clock of the morning or to 5.45 of the evening may be seen a wild tumultuous throng of eager humanity surnamed Normalites, gathered around the post office. Their movements betray uneasiness, their postures suggest long training in Delsartian methods, while their voices indicate beyond the possibility of a doubt, expectation. What joy, what sorrow comes as ruthless "Hubby" bangs open the office window indicating



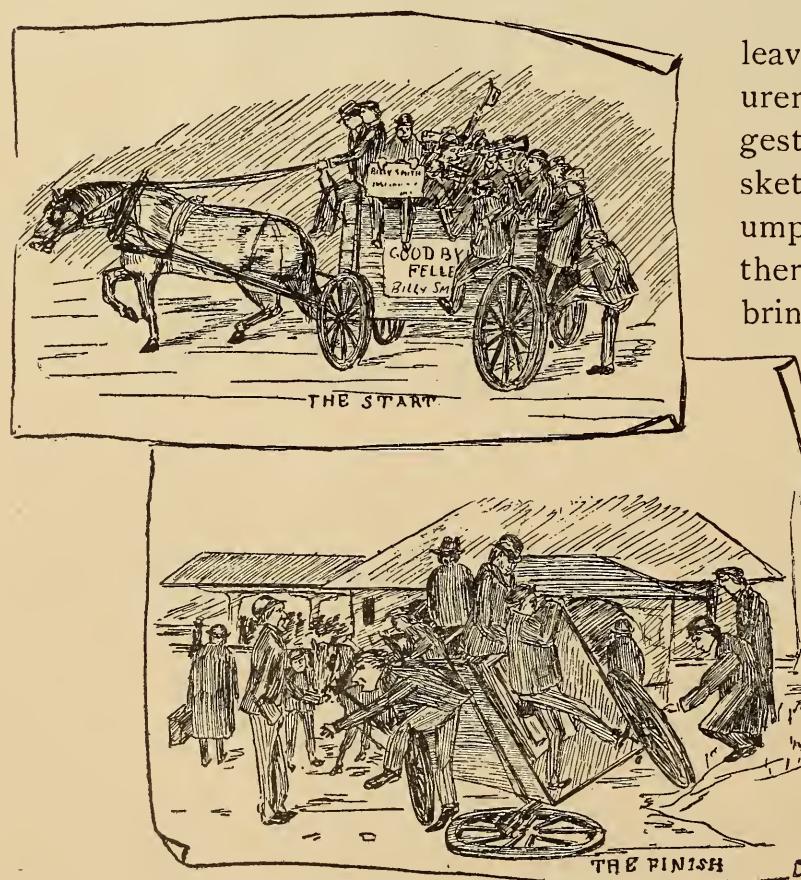
that the end has arrived. We offer, gentle readers, a representation of this frequent scene in pictorial display. Actions speak louder than words, so with this brief prelude, we leave the rest for your own personal investigation. The title of this masterpiece is "The Power of the Pen."

Another creation for your consideration is the following, entitled, "Quotations from the Leather Market." The general impression given is one of extreme joviality. It brings up visions of the 4.12 for Boston, instructions to change at Worcester, plans to meet at the waiting room in Houghton & Dutton's on Wednesday, while the matinee for the following Saturday must not be forgotten. As the gaze is fixed upon this array of luggage, the picture of a

bustling, excited mob making for the station is brought to mind. The rustle of skirts through the hallways, the incomprehensible chatter buzzing all over the



school building, will without doubt be heard in the mental ear as the eyes feast on this serio-comic representation of a vacation advent. Brevity being the soul of wit, there is no need of further elaboration of the subject. The work stands for itself.



There are many ways of leaving Normal, but the treasurer of the Normal Club suggests that the accompanying sketch illustrates the most triumphant method. At present, there is a great tendency to bring back the past by renewing old customs and ideas. This effort to recall the chariot days of imperial Rome is one worthy of encouragement and imitation. How like a Pompey or a Caesar appears our idol as he occupies his mighty seat surrounded by his faithful ever-present followers. What pride must he not feel in the contemplation of so

many loving thoughtful subjects. With blare of trumpets and tumult of the rabble, the Prince speeds through the metropolis drawn by his one massive Nancy Hanks (2.04 $\frac{1}{4}$). Bow down ye commons! "Billy is going home on the 4.12. All out."



"There is a tendency on the part of a few"

There is one other work of art that deserves attention. The subject chosen by the artist is one full of deep import to all Normalites. It portrays human emotion in a manner almost equal to the great Raphael. To anyone who has been a student at B. N. S., this impressive picture will bring up visions that may cause either tears or joyful emotions. The memories of call-downs, spring lectures, and admonitions will be ever green and vivid if this picture is kept before the eye.

The title given is one that is singularly appropriate, having been selected after great care and consideration from the trite truisms of a famous educator of the Old Bay State. With these few remarks for explanation we hereby present to your gaze, "There is a tendency on the part of a few."

Hall of Fame.

A NY Normalite who shows by his or her unique individuality that posterity will never cease to ponder with wonder or delight, is eligible. Public Opinion is the oracle consulted on all occasions. No saints accepted, no fools rejected—Normalites are supposed to belong to neither class (taffy).

1. **THE FOLLOWING RECEIVED VOCIFEROUS APPROVAL.**—The girl in the Psychology class of last fall who didn't know where Carver's Pond was, after a residence at B. N. S of a year and a half. (What gross ignorance.)

2. **THE NATURAL HISTORY GENIUS.**—Miss L--n--rd announced to a stupid world that "Turtles vary in size, from great big ones to little bits of ones." (Science gains daily.)

3. **THE ACCURATE HISTORIAN.**—Webster lived sometime in the 16th or 17th century; in short, during the early days of the republic, according to a maiden of the — class. This fact was hurled on an unsuspecting public in general exercises. (Truth is stranger than fiction)

4. **THE MAN OF DESTINY.**—Any inhabitant of the West Wing who can truthfully assert that his bed has not been tampered with once, or his room furnishings at all altered during the year, is fully entitled to a place in this Hall.

5. PITY, THE POORMAN.—This is the person, who being an acquaintance of Mr. Cushing, has never received a jujube from him. (Remedy this calamity at once, please.)

6. THE SCHEDULE DEVOTEE.—Mr. P-ck-rd for his invaluable services to the Specials in the line of schedule approving is surely entitled to a place among the immortals. (Class socials have no caste when schedules are in the atmosphere.)

7. UNIQUE.—Our honored principal tells us that each student believes him or herself the best one in school. To the person, therefore, who does not thus consider him or herself the "Pearl of the Antilles," a place in the Hall is accorded.

8. THE WONDER OF THE AGE.—The student who after at least two years sojourn at Normal has not broken a rule. As no fools are rejected, there is a lack of space in which to record applications.

9. SINGLE-BLESSEDNESS.—To any student (male species) who has survived two successive Springs without yielding to temptation in the way of female companionship, a special supply of laurel wreaths will be presented.

10. BASE IMPERTINENCE.—Any person who dares to insinuate that we teach subjects, is one to be remembered.

11. THE BOSS IMPERIALIST.—Mr. E. L. S-nn-t for his boast that in ten years the U. S. will annex Great Britain.

12. EVERLASTING FOOD.—Fish Cream, Apricot Sauce, Stewed Prunes, Hulled Corn, and Rice Pudding, the Cabal of Power of the Culinary Dept.

13. BULWARK OF VOCAL CULTURE.—To Ruth Pinch's Pudding, for lasting qualities and palate tickling propensities, a place in the Hall of Fame is lovingly dedicated.

14. MUSICAL GENIUS.—Mr. S. N-r-hc-tt, for the valuable work on "Advantages of a Musical Nature."

15. MR. H -- LD.—The man who scorns the tonsorial artist as an enemy to man.

16. A PUBLIC SERVANT.—Mr. L -- n - rd, the Dispenser of Divine Beneficence, noted for causing the following remarks so famous. "Is L -- n - rd in the Dining Room?" "Yes!" "Then let the meal go on."

17. THE FACULTY WONDER.—Mr. C. P. S - nn - t announces that "Boulders are often large as my head—big as a barrel."

18. THE POPULAR HERO.—Mr. W. E. Smith for the unique methods by which he departs from the ancient town of Bridgewater for the ancient town of Marblehead, is gladly welcomed to the galaxy of immortals.

19. AN ATHELETIC MARVEL.—The home guard on the Section Team in basketball, because it is authoritatively reported that she has a long reach.

20. THE TETE-A-TETE CHAMPION.—Mr. H - pg -- d, having distanced all competitors in his particular line of activity, by unanimous vociferous proclamation, is granted a place in the Hall of Famous Normalites.

21. COURAGEOUS WOMAN.—Miss M -- ls, because she dared to be the only girl in Advanced Chemistry, deserves mention.

Lateral Murmurings with Normalites.

EDITED BY RUBE CASHMORE.

MR CASHMORE will endeavor to answer questions on every known and unknown subject to the best of his ignorance. Queries as to Cube Root in Algebra, the Psychology of School Laws, or the Reasons for So Tiny Lessons in History, will be treated with contempt. Read "Irony of Fate" for matter and information on these subjects.

No! my friend. By careful deduction it has been determined that throwing croquet balls down stairs in the dead of night is a rascally, sneaky piece of business. For particulars, read "A Night Among the Innocents," by Bradford.

To obtain perfect result in school work, you will find it absolutely necessary to keep all of the children in the front seat. Teachers are beginning now to recognize this fact.

ANXIOUS PARENT.—Yes. Any position will give curvature of the spine. We would recommend total invisibility during school hours. In regard to your query on sight, we are sorry to state that ten children out of every seven have compound strabismus. Try spherical-concavo-convex-plane-prismatic lenses for this defect.

CONSCIENCE.—No. It is not permissible to arrive on time after a vacation, or to have lessons prepared.

Certainly not. It is very impolite to show courtesy to guests. As a rule, it is best to telegraph them not to come, first inviting them of course. Never ask a friend to harbor a friend for the night, because the visitor might break the furniture. Remember that there is someone in the world beside yourself and

parents. We are astonished that you should even think of using Tillinghast reception room for a party. The entrance of a gentleman into such a sanctum would pollute the atmosphere and destroy the caste. Do not fail in any case to make elaborate arrangements for meals, remembering that the state can ill afford unnecessary excess of food.

BREVET BENEDICTS.—Going to the class room, act as an individual. Couples may recognize the fact that they are one, but care should be taken to keep the mind on the lessons.

If pleasure comes, set not your heart upon it. Choose the higher good and make yourself miserable. Thank you for your kind words.

STAR GAZER.—All suggestions as to watching the apparent movements of the heavens on the spur of a mountain, are beyond the pale of toleration. Ten o'clock should find you always in the arms of Morpheus.

Calls on Sunday should be made from 8—9, 1—2, 6—7. As all are then gathered together for meals absolute privacy is thus insured.

No! The increased use of metallic roofs on Spring Hill Avenue is not for the sake of protection against Normal sparks. Even asbestos shrinks from such a task.

Never rail at the weather. One month of perpetual solution is for the purpose of giving you a chance to do maps, book-keeping papers and algebra examples.

UNSOPHISTICATED.—The proper cure for obstreperous masculinity is the bath-tub water cure. Action is the idea, with no questions asked or answered. For particulars apply to Walter, Pitts, Armstrong and others of the West Wing push, who have tried it with marked results.

Particularly for Girls.

EDITED BY RUBE CASHMORE.

Do not walk with a gentleman in public. One loses individuality by so doing.

Always accept "paternal advice."

If you must talk about people, seek seclusion and use the aspirate quality.

Always be thoughtful of others, even at birthday celebrations.

Is it not a little undignified, girls, to use windows as a means of exit and entrance?

"What's thine is mine, but what's mine is mine own," is a very comfortable rule to work by—but it has its disadvantages.

Never neglect to play basket ball, even if some lesser things, such as recitations, have to be omitted.

"A place for everything and everything in its place," even butterfly nets.

If in doubt as to the position of the North star, seek Mr. Sinnott—it's always in his direction.

Every girl should learn to be economical in her expenditures. A very little money may be used to a great advantage at a rummage sale.

It is hardly good taste to wear a gentleman's jewelry.

Never go hungry, girls, when you can borrow a chafing dish. A little odor is no dangerous thing.

It's a great art to be able to consider in Psychology—provided it is not on Spanish.

Particularly for Boys.

EDITED BY RUBE CASHMORE.

When studying English literature try to confine your speech to English,

If calling on a young lady, so conduct yourself that you need not be ordered to "take your seat and stay there."

The Golden Rule is always best—even for "Braddy."

Learning to use the rain conductors and tennis nets is excellent practice—in case fire should occur. Hallowwe'en indiscretions.

It's the early boy that gets the tennis court.

Be sure to follow directions in taking medicine; for great discomfort, and even danger, may arise from carelessness.

Take all the exercise you can, even if it must be nocturnal.

Patients, beware of eating too (two) many desserts at one meal.

Bananas make a good lining for a coat on Sunday afternoons, boys.

Helpful Hints.

Teacher,—“Do you think that the proof is a good one?”

Mr. S.—“Well, it's long enough to be.”

Teacher,—“Verbosity is not always a test of correctness.” (Bridgewater papers please copy.)

There is a rumor that Hallowe'en was celebrated. Some things are better imagined than described.

Why is a Kappa Delta Phi meeting the signal for an attack from High school?

Mr. D—gh—r—y still claims that Bryan should have been elected.

The electric lights are not strict observers of regulations. They often go out in study hours.

The motto of the German class—"Wasser ist gut, bier ist besser, aber wein ist am besten."

Mormanism is not dead. Mr. C—sh—ng replied to the question, "Has the peasant a wife?" (in the German class), that the peasant had two wives!

A Special fell up stairs.

Someone passing,—“Good luck”

Special,—“Mean that I won’t be married this year.”

Passing teacher,—“What better luck do you want?”

A Normal student announces that Plato used the “diabolical” method of teaching. Will the pupils who have taken either Psychology or History of Education please explain.

A Normalite puts forth the argument that one disappointed in love is strengthened and made better qualified to cope with human affairs. Is this another example of Bridgewater experience?

Mr. L—n—d will gladly receive articles on the proper use of the words culinary and cuisinarian. The Normal Club Social committee is accused of offering knives, forks, spoons and plates instead of the real thing. In his mad rush after artistic names, the chairman is misleading a confiding public.

Miss G—f—rd has a new formula for Algebra. She said “a to the n-tooth power.” Did she refer to toothless energy?

“You mean to keep the regulations, but you don’t show it.”

Prof.—“How do star fish breathe?”

Mr. H.—“Packard says they breathe through their feet.” (Confusion on the part of P.).

“Have you taken ‘Insufficient Nutrition’ from Miss Hicks?”

“No, but I have had it from Mrs. Newell,”

Truths from the Lit. class.

“When gentle Damon squeezed her hand.” “Who was Damon?” “Damon was an infernal sprite.”

It is suggested that several of the young ladies should start a massage parlor, because they are such dandy “rubbers.”

Mr. D—m—n, when criticised in class for not distributing his questions well in a teaching exercise, perpetrated the following: "The exercise is still young." Evidently D--m--n is a connoisseur on the age of lessons.

Notwithstanding the assurances from H. H—w—s that his religion would be undenominational this year, we find that he has become an ardent Lutheran.

From Room 23.—

"Your voice is too cold."

"Yes, I have a little cold."

"Dedication of Gettysburg Seminary."

"The funeral baked beans did coldly furnish forth the marriage feast."

"A mosquito is called an insect because it 'cuts into' its victim."—Zoology class brilliancy.

"The Torrid zone is bounded by two cancers,"—Model school perpetration.

Heard in the Physiology class.—

1. The material taken up by the portal vein gets out of the liver by the bile duct.

2. The hepatic artery comes from the stomach.

3. Protoplasm is a substance without any structure, composed of fibres connecting with vacuoles—that is—er—er—fibres consisting of vacuoles.

4. The nerve carries nourishment to the tooth.

"What is the only property of a point?" Definition.

"Perambulating"—a new method of locomotion.

"The center of the Celestial Sphere is the eye of the observer."

"Smile; if you can't smile just grin."—Normal password.

"Just as the sun went down."—Astronomy.

"The shot heard 'round the world."—Glover's snapshot.

Advertisements.

RATES, \$50.00 a thought, supplemented by additional assessments if advertiser gets satisfaction. If there is no thought, special discounts of 5 per cent off for cash will be allowed. This is the only magazine to advertise in with sure prospect of disappointment.

WE have for free distribution good sized pieces of the best linen cloth, torn by the laundreesees from five hundred fifty linen shirts and seven hundred twenty-one linen collars.—West Wing Association.

WE take pleasure in announcing that new courses of study are to be added next fall. These are:—

Practical Engineering,	.	.	.	.	.	.	Mr. Gordon.
Household Arts,	.	.	.	.	.	.	Mrs. Newell.
Medicine,	.	.	.	.	.	.	Mrs. Bixby.
Draughtsmanship,	.	.	.	.	.	.	Mr. Cushman.
Course for Editors,	.	.	.	.	.	.	Mr. Leonard.
Library Course,	.	.	.	.	.	.	Mr. Myron Smith.
Lessons in Making Chocolate,	.	.	.	.	.	Maids of Chocolate Pot.	
Course in Cutting and Fitting Shirt Waists, Apply at Tillinghast.							
Instruction in Mexican Work,	.	.	.	.	.	.	Miss K. C. Nickels.

IT will be a pleasure to the reading public to learn that there are some new books soon to appear, by well-known authors.

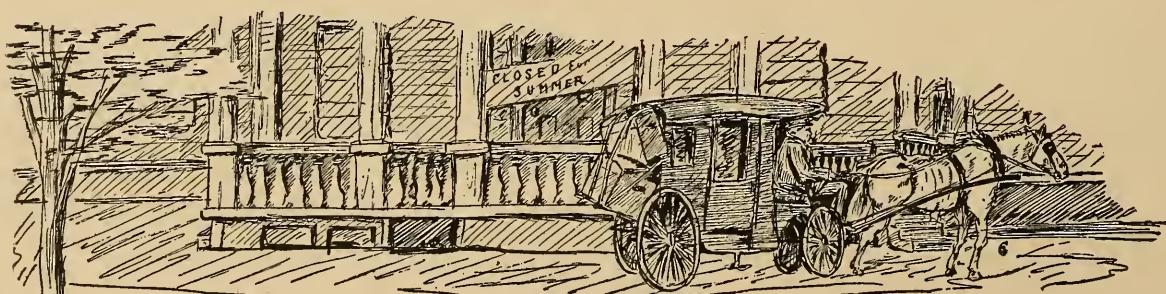
A Normal Dictionary,	.	.	.	.	.	W. D. Jackson.
Corporal Punishment,	.	.	.	.	.	Frank Litchfield.

Contains some revolutionary theories.

The Peripatetic,	.	.	.	.	.	W. F. C. Edwards.
Essay on Cheerfulness,	.	.	.	.	.	Miss Sawyer.
Poems,	.	.	.	.	.	Grace B. Gardner.
Castles in Spain,	.	.	.	.	.	Miss Woy.
Argumentation,	.	.	.	.	.	George Spaulding.
How to Use Reference Books,	.	.	.	.	.	Ella Stewart.
Divine Power of Song,	.	.	.	.	.	S. Northcott.
Reception Room Etiquette,	.	.	.	.	.	Hapgood.
Why I Like the Word "Quickly,"	.	.	.	.	.	Campus.
Letters I Have Carried,	.	.	.	.	.	H. H. Howes.
The Art of Saying Grace,	.	.	.	.	.	Leonard.
Pleasures in Going Home,	.	.	.	.	.	W. Smith.

MR. Packard announces that he has a room to let. Having enjoyed the bustle of the West Wing, on the third floor, he can definitely assure the future occupant that peace and quiet will be his.

This department will be continued further on.



To the Students.

THE attractiveness and success of this OFFERING is due in no small proportion to receipts from its advertisers.

The cry of nearly every advertiser is, "It doesn't pay." Now one way to help silence that cry, and incidentally to help next year's OFFERING is to notice those advertising herein, and then to give *them* the trade. Don't be haphazard in your trading. Remember the Golden Rule and James G. Blaine's reciprocity—you can't go wrong in that company. Now although every local concern has been asked to advertise, some have chosen to become conspicuous by their absence. Here is a mysterious message—that scheme is an excellent double-edger.

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HAYES'

Ice Cream.

. . . It's luscious . .

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C. W. HAYES,

Central Square,

Bridgewater.

Found.—A curiosity in the shape of an embryonic mustache. Discovered in close proximity to Gl—v—r's upper lip. South Boston flats do not appear to favor luxuries.

Mr. D—ght—ry is to give a series of lectures soon on the subject, "Are trusts a benefit to the country."

Lost.—Several baseball games of great value. Finder of the remnants will please suppress further publicity.

Wanted.—A football team for use in representing Bridgewater Normal school.

Found.—Miss Perry's resemblance to a mustard plaster. Dr. Copeland has discovered that she draws.

Found.—A maiden modesty existing in the temperament of Miss Hicks, who is very averse to having her picture taken. She nearly broke up the Faculty group by her obstinacy.

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Try me on class work and see how it compares with what you have been getting. *oo*

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"She is the Temple of my heart."

Mr. H-pg- -d.

"A plague upon this howling."

Mr. Br--df-- --d.

"God give us men!"

Cry of the Normal school.

"Alack! what trouble was I then to you."

Algebra.

"None that I more love than myself."

Mr. H-- --ld.

"Have I, thy school-master, made thee more profit."

"Pa."

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"Is she not a modest young lady?"

Miss N--x -n.

"Sweet Alice, -----."

Mr. P--ll--ss-- r.

"I am not of many words."

Miss S-- --gr--v--.

"I have a good eye."

Miss T--ld--n.

"That thou began'st to twist so fine a Story."

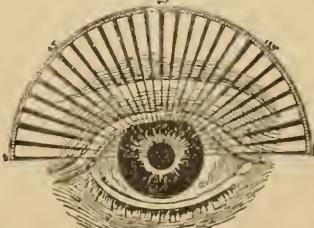
Miss St--ry.

"He's as tall a man as any's in Illyria"
(Normal).

Mr. P--w--rs.

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JAMES E. WAITE, Principal Wilson Grammar School, Natick, Mass.—Your Agency was recommended to me as one that had the confidence of many superintendents, and dealt honestly and intelligently with its members. I have found this to be true from personal experience.

W. C. FRENCH, Principal Grammar School, Springfield, Mass.—In my mind the firm name, C. A. Scott & Co., stands for promptness, courtesy, fairness, helpful advice and valuable service.

M. C. LEONARD, Professor of Physics, Bates College, Lewiston, Maine.—I am acquainted with no agency which is more efficient in rendering service, nor whose management wins more personal friends among schoolmen. I am particularly pleased with the assistance you gave me in securing this position. If you can do as well for the rest of your patrons as you did for me, I have no words strong enough to do justice to you in the recommendation.

C. S. ALEXANDER, Principal Day Street Grammar School, Fitchburg, Mass.—The Bridge Teachers' Agency has been of real aid to me, and I feel perfectly satisfied with what it has done.

N. S. MCKENDRICK, Principal Grammar School, Oster-ville, Mass.—I wish to express my thanks to you for your favor in obtaining this position. I can heartily recommend your Agency to all teachers who desire prompt, impartial and courteous treatment.

PRESTON SMITH, Teacher of Science, State Norma^L School, Fitchburg, Mass.—I am glad to acknowledge the service that the Bridge Teachers' Agency has rendered me in securing several desirable positions. I have found it honorable and reliable in its dealings, and am perfectly satisfied with what it has done for me.

C. EVERETT GAFFNEY, Principal Grammar School, Pawtucket, R. I.—It is with pleasure that I speak of the Bridge Teachers' Agency. I have found them in touch with the best, and among the first to inform and be informed. My relations with them have been those of friends and I have felt that I had individual attention and that my satisfaction was their welfare. I have been very pleased in all my relations with them.

WILLIAM B. MOORE, Teacher of Geology, State Normal School, Salem, Mass.—I am glad to be able to say a word in commendation of your efficiency and methods. I always advise my friends to register with you and I feel sure that they are honestly treated.

PHILIP EMERSON, Principal Corbett Grammar School, Lynn, Mass.—I have had connections with several other agencies, and had reason to form a most unfavorable opinion of their spirit and methods. Your service, however, justly and wisely advances the interests of both teacher and school, by carefully fitting the one to the other. I have repeatedly commended your work in this regard, both to fellow teachers and to school officers.

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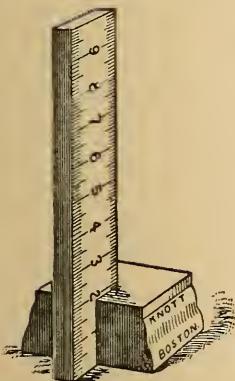
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"I (Darrah) say that you are (True)"
S-d-y N-r-h-tt to S-m-r C-sh-g.

"But I know to be up late, is to be late."
Messrs. E-w-rd- and E-rl- on the night of ejection.

"Come, Walter! bring down that key."
Mr. Br-df-d.

"Tantalizing, yet serene."
Lots of the girls.

"Corporal punishment is pain inflicted upon the body of the patient by the one in authority."
L-tchfi-d.

Dental Potice.

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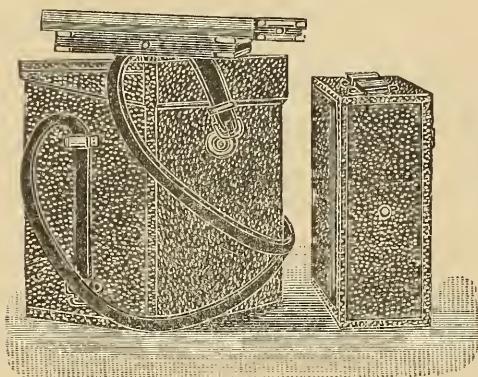
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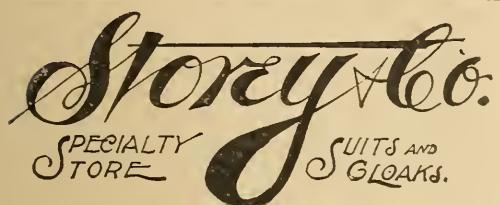
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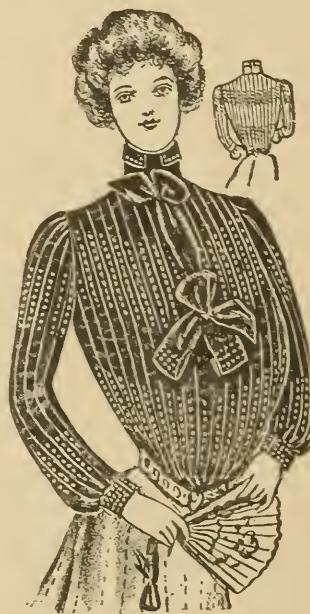


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